



*Alignment of the*  
**Experience Early Learning Skills**  
*with*

**Florida Early Learning and Developmental Standards  
Birth to Kindergarten (2017)**





## The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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



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



[Florida Early Learning and Developmental Standards: Birth to Kindergarten \(2017\)](#)

Florida Standards 0-5 years old	Experience Early Learning Developmental Continuum of Skills
<b>PHYSICAL DEVELOPMENT</b>	
Health and Well-being	
Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity	
0-8 Months <ul style="list-style-type: none"> <li>Demonstrates beginning signs of balance, control and coordination</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
8-18 Months <ul style="list-style-type: none"> <li>Uses movement and senses to explore and learn</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  <b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
18-24 Months <ul style="list-style-type: none"> <li>Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)</li> </ul>	<b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
2-3 Years <ul style="list-style-type: none"> <li>Engages in active physical play for short periods of time</li> </ul>	<b>PD 1.2 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. <b>SED 3 Attention &amp; Persistence</b> SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
3-4 Years	<b>PD 1 Gross Motor</b> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended

<ul style="list-style-type: none"> <li>Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)</li> </ul>	<p>direction. Catches objects against body.</p> <p><b>SED 3 Attention &amp; Persistence</b>          SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Seeks to engage in physical activities or active play routinely with increased intensity and duration</li> </ul>	<p><b>PD 1 Gross Motor</b>          PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.          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.</p>
<p>Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.</p>	
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)</li> </ul>	<p><b>PD 3 Safety</b>          PD 3.1 Expresses distress when needs are not met.          PD 3.2 Responds to possible dangers in environment and avoids them when prompted.          PD 3.3 Follows simple safety rules.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)</li> </ul>	<p><b>PD 3 Safety</b>          PD 3.3 Follows simple safety rules and avoids danger.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)</li> </ul>	<p><b>PD 3 Safety</b>          PD 3.3 Follows simple safety rules and avoids danger.          PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Consistently follows basic safety rules independently across different situations</li> </ul>	<p><b>PD 3 Safety</b>          PD 3.5 Describes reasons for safety rules and reminds others to follow them.          PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>

<ul style="list-style-type: none"> <li>Identifies consequences of not following safety rules</li> </ul>	
<b>Personal Care Routines: Responds to and initiates care routines that support personal hygiene</b>	
<b>8-18 Months</b> <ul style="list-style-type: none"> <li>Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)</li> </ul>	<b>PD 4 Personal Care</b> PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met. PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.
<b>18-24 Months</b> <ul style="list-style-type: none"> <li>Actively participates in simple steps of hygiene routines with adult</li> </ul>	<b>PD 4 Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.
<b>2-3 Years</b> <ul style="list-style-type: none"> <li>Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration</li> </ul>	<b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>Carries out familiar hygiene routines with occasional reminders of how to do them</li> </ul>	<b>PD 4 Personal Care</b> PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
<b>4-K</b> <ul style="list-style-type: none"> <li>Initiates and completes familiar hygiene routines independently</li> </ul>	<b>PD 4 Personal Care</b> 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. PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.
<b>Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</b>	

<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)</li> </ul>	<p><b>PD 4 Personal Care</b>  PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p> <p><b>PD 5 Nutrition</b>  PD 5.1 Cries when hungry</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Feeds self some finger food items (feeds self small pieces of food from tray)</li> <li>Shows interest in new foods that are offered</li> <li>Shows preference for food choices</li> <li>Explores food with fingers</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD 5 Nutrition</b>  PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help</li> <li>Shows willingness to try new foods when offered on multiple occasions</li> <li>Sometimes makes choices about which foods to eat when offered several choices</li> <li>Distinguishes between food and non-food items</li> </ul>	<p><b>PD 5 Nutrition</b>  PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.  PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Feeds self a wide variety of foods using developmentally appropriate basic utensils</li> <li>Expresses preferences about foods, specifically likes or dislikes</li> <li>Communicates to adults when hungry, thirsty or has had enough to eat</li> </ul>	<p><b>PD 5 Nutrition</b>  PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Serves self or others by scooping or pouring from containers</li> </ul>	<p><b>PD 5 Nutrition</b>  PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.  PD 5.5 Identifies food groups and sorts food. Chooses between two</p>

<ul style="list-style-type: none"> <li>• Begins to recognize nutritious food choices and healthy eating habits</li> </ul>	<p>appropriate food options.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Assists adults in preparing simple foods to serve to self or others</li> <li>• Recognizes nutritious food choices and healthy eating habits</li> </ul>	<p><b>PD 5 Nutrition</b>  PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.  PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
<p>Motor Development</p>	
<p>Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)</li> <li>• Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>8-18 Months:</p> <ul style="list-style-type: none"> <li>• Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces</li> <li>• Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Begins to gain control of a variety of postures and movements including stooping, going from sitting to</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<p>standing, running and jumping</p> <ul style="list-style-type: none"> <li>● Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play</li> </ul>	
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping</li> <li>● Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Begins to balance, such as on one leg or a beam, for short periods</li> <li>● Begins to perform some skills, such as jumping for height and hopping</li> <li>● Engages in physical activity that requires strength and stamina for brief periods</li> <li>● Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.  PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another</li> <li>● Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</li> <li>● Engages in more complex movements (e.g., riding a tricycle with ease)</li> <li>● Engages in physical activities of increasing levels of</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.  PD 1.6 Changes direction and speed of movement.  PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.</p>

<p>intensity for sustained periods of time</p> <ul style="list-style-type: none"> <li>• Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</li> </ul>	
<p>Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people.</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Exhibits body awareness and starts to move intentionally</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to act and move with intention and purpose</li> <li>• Begins to discover how the body fits and moves through space</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Acts and moves with intention and purpose</li> <li>• Begins to demonstrate awareness of own body in space</li> <li>• Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Develops independence through coordinated and purposeful movements and activities</li> <li>• Demonstrates awareness of own body in space</li> <li>• Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Begins to act and move with purpose and recognizes differences in direction, distance and location</li> <li>• Demonstrates awareness of own body in relation to others</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Acts and moves with purpose and independently recognizes differences in direction, distance and location</li> <li>• Demonstrates spatial awareness through play activities</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Changes direction and speed of movement.</p>
<p>Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p>	
<p>0-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)</li> <li>• Displays beginning signs of strength, control and eye-hand coordination</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)</li> <li>• Coordinates the use of arms, hands, fingers to accomplish tasks</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Gains control of hands and fingers</li> <li>• Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

defined space, tearing paper)	
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Coordinates the use of hands and fingers</li> <li>• Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.  PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Uses various drawing and art tools with developing coordination</li> <li>• Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)</li> <li>• Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.3 Opens, closes, twists and pulls objects with one or both hands.  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p><b>LLD 5 Concepts fo Print</b>  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Shows hand control using various drawing and art tools with increasing coordination</li> <li>• Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</li> <li>• Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</li> <li>• Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.  PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.  PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>
<b>APPROACHES TO LEARNING</b>	

Eagerness and Curiosity	
0-18 Months <ul style="list-style-type: none"> <li>Shows awareness of and interest in the environment</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
8-18 Months <ul style="list-style-type: none"> <li>Begins to show eagerness and curiosity as a learner</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
18-24 Months <ul style="list-style-type: none"> <li>Shows eagerness and curiosity as a learner</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
2-3 Years <ul style="list-style-type: none"> <li>Shows increased eagerness and curiosity as a learner</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.
3-4 Years <ul style="list-style-type: none"> <li>Shows curiosity and is eager to learn new things and have new experiences</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. 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.
4-K <ul style="list-style-type: none"> <li>Shows increased curiosity and is eager to learn new things and have new experiences</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.

Persistence	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Pays attention briefly and persists in repetitive tasks</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.            SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Pays attention for longer periods of time and persists at preferred activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.            SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Spends more time engaging in child initiated activities and seeks and accepts help when encountering a problem</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Sustains attention for brief periods and finds help when needed</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.            SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Attends to tasks for a brief period of time</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Creativity and Inventiveness	

<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Notices and shows interest in and excitement about familiar objects, people and events.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Approaches and explores new experiences in familiar settings</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Explores the various new properties and uses for familiar objects and experiences</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>CA 4 Drama</b>  CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Explores the environment with purpose and flexibility</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.  SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Approaches daily activities with creativity</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.  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</p>

	<p>successful project.</p> <p><b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Approaches daily activities with creativity and inventiveness</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>CA 3 Visual Arts</b> CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
Planning and Reflection	
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Shows initial signs of planning and learning from their experiences</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Demonstrates some planning and learning from experiences</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p><b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</b>	
A. Emotional Functioning	
Expresses, identifies and responds to a range of emotions	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Uses sounds, facial expressions and gestures to</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care</p>

respond to caregiver interactions and express a range of emotions	of his/her needs. Reacts to changes in routine.
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.  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>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to physically respond to the feelings of others</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.  SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3 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>2-3 Years</p> <ul style="list-style-type: none"> <li>Labels simple emotions in self and others (e.g., happy, sad)</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.3 Experiments and role-plays with a range of emotions.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3 Demonstrates concern for someone who is sad. Identifies differences between self and others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)</li> </ul>	<p><b>SED 4 Social Relationships</b>  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>4-K</p> <ul style="list-style-type: none"> <li>Recognizes the emotions of peers and responds with empathy and compassion</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

<p>Demonstrates appropriate affect (emotional response) between behavior and facial expression</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Shows recognition of familiar adults and imitates their facial expressions</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.          SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to put words to emotions in interactions with others</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>LLD 2 Communication</b>          LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Continues to expand the use of emotion words using them in appropriate settings</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>LLD 2 Communication</b>          LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Verbalizes own feelings and those of others</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.</p>

	<p>Explains why someone may be happy or sad.</p> <p><b>LLD 2 Communication</b>  LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.  SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Managing Emotions	
Demonstrates ability to self-regulate	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Uses preferred adult to help soothe</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Soothes with preferred adult during distress to help calm self</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.  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>18-24 Months</p> <ul style="list-style-type: none"> <li>• Looks to adults to soothe and may use a transitional object during times of distress</li> </ul>	<p><b>SED 2 Social Relationships</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Takes cues from preferred adult and others to expand</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity</p>

<p>their strategies and tools to self regulate</p>	<p>with help from caregivers.            SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Begins to verbalize their emotions</li> </ul>	<p><b>SED 2 Self-Regulation</b>            SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>LLD 2 Communication</b>            LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support</li> </ul>	<p><b>SED 2 Self-Regulation</b>            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.            SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
<p>Attends to sights, sounds, objects, people and activities</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Attends to sights, sounds and people for brief and increasing periods of time</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Exhibits joint attention</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.            SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Maintains focus for longer periods of time and persists at preferred activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.            SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks</p>

	for help as needed. Expresses delight over a successful project.
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Spends more time in child initiated activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Begins to sustain attention for brief period of time in group activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></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> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Increases attention to preferred activities and begins to attend to non-preferred activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p>SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.</p>
<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>	
Develops positive relationships with adults	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Experiences and develops secure relationship with a primary caregiver</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Develops secure and responsive relationships with consistent adults</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>

<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Enjoys games and other social exchanges with familiar adults</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Enjoys sharing new experiences with familiar adults</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 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>3-4 Years</p> <ul style="list-style-type: none"> <li>Develops positive relationships and interacts comfortably with familiar adults</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Develops positive relationships with peers</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Notices peers by looking, touching or making sounds directed toward the child</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Shows interest in peers who are playing nearby and</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar</p>

interacts with them briefly	person. Enjoys turn-taking games such as peekaboo. SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
18-24 Months <ul style="list-style-type: none"> <li>Plays alongside peers and engages in simple turn taking</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. 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.
2-3 Years <ul style="list-style-type: none"> <li>Seeks out other children and plays alongside and on occasion with other children</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. 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.
3-4 Years <ul style="list-style-type: none"> <li>Builds social relationships and becomes more connected to other children</li> <li>Demonstrates strategies for entry into social play with peers</li> <li>Develops an initial understanding of bullying</li> </ul>	<b>SED 4 Social Relationships</b> 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. 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.
4-K <ul style="list-style-type: none"> <li>Plays with peers in a coordinated manner including assigning roles, materials and actions</li> <li>Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn taking</li> <li>Responds appropriately to bullying behavior</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
Develops increasing ability to engage in social problem solving	
0-8 Months	<b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome.

<ul style="list-style-type: none"> <li>• Signals when there is a problem to seek adult attention and support</li> </ul>	
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Demonstrates emotional expressions to signal for adult assistance</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• May imitate others in resolving problems using simple actions</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED 4 Social Relationships</b> SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Identifies the problem and requests adult support to address the problem for their desired solution</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect.</p> <p><b>SED 2 Self-Regulation</b> 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>3-4 Years</p> <ul style="list-style-type: none"> <li>• Able to suggest a potential solution to social problems and with adult support is able to follow through</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p><b>SED 4 Social Relationships</b> 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>4-K</p> <ul style="list-style-type: none"> <li>• Able to independently engage in simple social problem solving including offering potential solutions and</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when</p>

<p>reflecting on the appropriateness of the solution</p>	<p>solving a problem or planning how to accomplish a task.</p> <p><b>SED 4 Social Relationships</b>            SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
<p>Exhibits empathy by demonstrating care and concern for others</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Cries when hearing other children cry</li> </ul>	<p><b>SED 4 Social Relationships</b>            SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)</li> </ul>	<p><b>SED 4 Social Relationships</b>            SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.            SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Notices the emotions of others and engages in an intentional action in response</li> </ul>	<p><b>SED 4 Social Relationships</b>            SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.            SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Recognizes that others have feelings different than their own and often responds with comforting actions</li> </ul>	<p><b>SED 4 Social Relationships</b>            SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.            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>3-4 Years</p> <ul style="list-style-type: none"> <li>• Responds to the emotions of others with comforting words or actions</li> </ul>	<p><b>SED 4 Social Relationships</b>            SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>

	<p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Able to take the perspective of others and actively respond in a manner that is consistent and supportive</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p>
<p>SENSE OF IDENTITY AND BELONGING</p>	
<p>Develops sense of identity and belonging through play</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Eagerly bids for attention of adults</li> </ul>	<p><b>SED 2 Self-Regulation</b></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><b>SED 4 Social Relationships</b></p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Expectantly bids for attention from adults and other children</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Seeks out preferred companions and eagerly engages in parallel play with others</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p>2-3 Years</p>	<p><b>SED 4 Social Relationships</b></p>

<ul style="list-style-type: none"> <li>Continues to engage in parallel play but also begins to play with other preferred playmates</li> </ul>	<p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 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>3-4 Years</p> <ul style="list-style-type: none"> <li>Continues to play with preferred playmates</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 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>4-K</p> <ul style="list-style-type: none"> <li>Engages in associative play and begins to play cooperatively with friends</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>Develops sense of identity and belonging through exploration and persistence</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Shows interest and inclination to explore without adult direction</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Explores for extended periods and delights in discoveries</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Capable of sustained independent play at activities the child enjoys</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>

	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Continues sustained independent play while participating in more complex activities</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.  SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Continues sustained independent play and participates in more planned group activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p><b>SED 4 Social Relationships</b>  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>4-K</p> <ul style="list-style-type: none"> <li>Persists at individual planned experiences, caregiver directed experiences and planned group activities</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p> <p><b>SED 4 Social Relationships</b>  SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p>Develops sense of identity and belonging through routines, rituals and interactions</p>	
<p>0-8 Months</p>	<p><b>SED 2 Self-Regulation</b></p>

<ul style="list-style-type: none"> <li>Begins to respond positively to familiar routines and rituals initiated by familiar adult</li> </ul>	<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>8-18 Months</p> <ul style="list-style-type: none"> <li>Responds positively to and expects patterned routines, rituals and interactions initiated by an adult</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to initiate and participate in some familiar routines and rituals</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Initiates and participates in the rituals and routines of the day</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Begins to show a willingness to be flexible if routines must change in minor ways</li> </ul>	<p><b>SED 2 Self-Regulation</b>  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.  SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Demonstrates willingness to be flexible if routines must</li> </ul>	<p><b>SED 2 Self-Regulation</b>  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</p>

change	a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
Develops sense of self-awareness and independence	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Signals preferences related to objects and people (e.g., preferring one pacifier over another)</li> <li>• Begins to recognize own abilities and preferences</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation</li> <li>• Recognizes own abilities and preferences</li> <li>• Responds to name when called</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs. SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Initiates independent problem solving efforts but appropriately asks for support from adults when needed</li> <li>• Begins to verbally or nonverbally communicate own preferences</li> <li>• Begins to recognize obvious physical similarities and differences between self and others</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SED 4 Social Relationships</b> SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. 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>2-3 Years</p> <ul style="list-style-type: none"> <li>• Verbally or nonverbally communicates more clearly on needs and wants</li> <li>• Communicates verbally or nonverbally own preferences</li> <li>• Identifies differences and similarities between self and others; uses pronouns such as I, me, mine</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p><b>SED 4 Social Relationships</b></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><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Increasingly uses words to communicate needs and wants</li> <li>● Begins to recognize preferences of others</li> <li>● Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</li> <li>● Begins to identify self as part of a group (e.g., class or family)</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.  SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.  SED 1.5 Describes and compares preferences of self and others.</p> <p><b>LLD 2 Communication</b>  LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Uses words to communicate personal characteristics, preferences, thoughts and feelings</li> <li>● Recognizes preferences of others</li> <li>● Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</li> <li>● Identifies self as a unique member of a group (e.g., class, school, family or larger community)</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p><b>SED 4 Social Relationships</b>  SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.</p> <p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p><b>LANGUAGE AND LITERACY DOMAIN</b></p>	

LISTENING AND UNDERSTANDING	
Demonstrates understanding when listening	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to engage in multiple back and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences</li> <li>• Responds to gestures of adults</li> <li>• Responds to gestures that indicate understanding of what is being communicated</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)</li> <li>• Uses gestures to direct adult attention</li> <li>• Responds to adult's request using gestures or simple words showing an understanding of what is being said</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Engages in multiple back-and forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information</li> <li>• Responds appropriately to simple requests</li> <li>• Uses nonverbal gestures to respond to adult's language and oral reading</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.  LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Engages in multiple back-and forth communicative interactions with adults and peers during creative play and in purposeful and novel situations</li> <li>• Listens to and attends to spoken language and read</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.  LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step</p>

<p>aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures</p>	<p>directions given verbally.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal</li> <li>Shows understanding by answering factual questions and responding appropriately to what is said</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others</li> <li>Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>Increases knowledge through listening</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Reacts to environmental sounds and verbal communication</li> <li>Turns head toward familiar sounds</li> <li>Responds to repeated words and phrases</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Responds to vocalizations during daily routines</li> <li>Responds by turning and smiling when name is spoken</li> <li>Begins to respond to adult questions</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at</p>

	named objects or body parts. With prompts and gestures, follows a one-step direction.
<b>18-24 Months</b> <ul style="list-style-type: none"> <li>• Responds verbally and nonverbally to spoken language</li> <li>• Begins to participate in simple conversations</li> <li>• Responds to language during conversations, songs, stories or other experiences</li> </ul>	<b>LLD 1 Listening</b> LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
<b>2-3 Years</b> <ul style="list-style-type: none"> <li>• Responds to an adult's simple questions about what is being learned</li> <li>• Participates in simple conversations</li> <li>• Identifies specific sounds, such as animal sounds and environmental sounds</li> </ul>	<b>LLD 1 Listening</b> LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>• Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection</li> <li>• Observes simple aspects of child's world and responds and reacts</li> </ul>	<b>LLD 1 Listening</b> LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.
<b>4-K</b> <ul style="list-style-type: none"> <li>• Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge</li> <li>• Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play</li> </ul>	<b>LLD 1 Listening</b> LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally. LLD 1.7 Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.
Follows directions	

<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Focuses attention on speaker when asked to do something</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Follows simple one-step directions with scaffolding</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Follows multi-step directions with reminders</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.  LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Achieves mastery of one-step directions and usually follows two-step directions</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Achieves mastery of two-step directions and usually follows three-step directions</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.  LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>

Speaking	
Speaks and is understood when speaking	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Increases vocalizations</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Speaks using new words and phrases and is understood by familiar adult 50 percent of the time</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Speaks and is understood by familiar peer or adult most of the time</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Speaks and is understood by both a familiar and an</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Understands that people may</p>

<p>unfamiliar adult but may make some pronunciation errors</p>	<p>communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.          LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Vocabulary</p>	
<p>Shows an understanding of words and their meanings (receptive)</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>● Begins to look at familiar people, objects or animals when they are named</li> <li>● Begins orienting to own name and enjoys playful word games like peek-a-boo</li> </ul>	<p><b>LLD 1 Listening</b>          LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>SED 4 Social Relationships</b>          SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Looks intently at or points at person or object that has been named with the goal of establishing joint attention</li> <li>● Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>          SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p><b>LLD 1 Listening</b>          LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>● Points to pictures in book when named and/or points to body parts when asked</li> <li>● Responds to requests (typically understands approximately 300 words)</li> </ul>	<p><b>LLD 1 Listening</b>          LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.          LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Responds appropriately to almost all adult speech including requests involving multiple steps</li> <li>• Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</li> <li>• Begins to understand the use of words in different context (including plurals and past tense in speech)</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</li> <li>• Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</li> <li>• Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p>	

<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds</li> <li>• Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p><b>LLD 3 Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)</li> <li>• Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Uses a number of different words and begins using two or more words together</li> <li>• Has a vocabulary of between 50 and 200 words although pronunciation is not always clear</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)</li> <li>• Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios)</li> </ul>	<p><b>LLD 2 Communication</b> 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</p>

<p>(typically has a speaking vocabulary of approximately 1,000 words)</p> <ul style="list-style-type: none"> <li>• Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)</li> </ul>	<p>stays on topic for two to three exchanges.  LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</li> <li>• Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</li> <li>• Identifies unfamiliar words asking for clarification</li> <li>• Uses words in multiple contexts, with the understanding that some words have multiple meanings</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.  LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p><b>SENTENCES AND STRUCTURE</b></p>	
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to play with speech sounds</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Produces utterances of one, occasionally two, units of meaning in length</li> <li>• Produces words of which approximately half are nouns</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Produces utterances of two units of meaning in length</li> <li>• Produces words of which approximately one-third are nouns with verbs becoming increasingly common</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using</p>

	<p>either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p><b>2-3 Years</b></p> <ul style="list-style-type: none"> <li>• Produces utterances of three to four units of meaning in length</li> <li>• Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Produces utterances of four to five units of meaning in length</li> <li>• Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p><b>4-K</b></p> <ul style="list-style-type: none"> <li>• Typically uses complete sentences of five or more words, usually with subject, verb and object order</li> <li>• Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>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.</p>
<p>Connects words, phrases and sentences to build ideas</p>	
<p><b>8-18 Months</b></p> <ul style="list-style-type: none"> <li>• Produces utterances of one to two words that communicate labeling of objects and sometimes actions</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>

<p>18-24 Months</p> <ul style="list-style-type: none"> <li>● Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g., “soup hot”)</li> <li>● Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)</li> <li>● Asks basic questions (e.g., “Mommy gone?”)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)</li> <li>● Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)</li> <li>● Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Uses sentences with more than one phrase</li> <li>● Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)</li> <li>● Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>CONVERSATION</p>	

<p>Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.2 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Engages in conversations using sentences with four or more words, participates in simple, back-and-forth</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs,</p>

<p>conversations to exchange ideas or information</p>	<p>desires and ideas. Asks and responds to questions.  LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Engages in conversations with two to three back-and forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.  LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Asks questions, and responds to adults and peers in a variety of settings</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Responds to changes in tone of voice</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Asks and responds to simple questions using gestures, signs, vocalizations and single words</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and forth exchanges with others</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and forth exchanges</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Asks and responds to increasingly longer and more complex sentences and simple questions</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues</li> <li>Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to</p>

with coos and babble)	communicate.
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues</li> <li>● Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)</li> </ul>	<p><b>LLD 1 Listening</b> LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>● Begins to demonstrate awareness of nonverbal conversational rules</li> <li>● Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Begins to demonstrate awareness of nonverbal conversational rules</li> <li>● Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)</li> </ul>	<p><b>LLD 2 Communication</b> LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Demonstrates awareness of nonverbal conversational rules</li> <li>● Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</li> <li>● Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)</li> </ul>	<p><b>LLD 2 Communication</b> 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. LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

<p>4-K</p> <ul style="list-style-type: none"> <li>• Demonstrates increased awareness of nonverbal conversational rules</li> <li>• Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</li> <li>• Matches language to social and academic contexts (e.g., uses volume appropriate to context)</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>EMERGENT READING</p>	
<p>Shows motivation for and appreciation of reading</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Shows enjoyment of the sounds and rhythms of language</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to show interest in print and books</li> <li>• Begins to learn that pictures represent real objects, events and ideas (stories)</li> </ul>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Shows growing interest in print and books</li> <li>• Learns that pictures represent real objects, events and ideas (stories)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Shows increased interest in print and books</li> </ul>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>

<ul style="list-style-type: none"> <li>● Demonstrates that pictures represent real objects, events and ideas (stories)</li> <li>● Pretends to read print or books</li> </ul>	<p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others</li> <li>● Begins to make real-world connections between stories and real-life experiences</li> <li>● Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</li> <li>● Asks to be read to or asks the meaning of written text</li> <li>● Participates in conversations that demonstrate appreciation of printed materials</li> </ul>	<p><b>LLD 5 Concepts of Print</b>  LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.  LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.  LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Selects books for reading enjoyment and reading related activities including pretending to read to self or others</li> <li>● Makes real-world connections between stories and real-life experiences</li> <li>● Interacts appropriately with books and other materials in a print-rich environment</li> <li>● Asks to be read to, asks the meaning of written text or compares books/stories</li> <li>● Initiates and participates in conversations that demonstrate appreciation of printed materials</li> </ul>	<p><b>LLD 5 Concepts of Print</b>  LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.  LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.  LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p>Shows age-appropriate phonological awareness</p>	
<p>2-3 Years</p>	<p><b>LLD 4 Phonological Awareness</b></p>

<ul style="list-style-type: none"> <li>• Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)</li> </ul>	<p>LLD 3.2 Imitates sounds and tones. LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Listens and matches rhythm, volume and pitch of rhymes, songs and chants</li> </ul>	<p><b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. 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. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Distinguishes individual words within spoken phrases or sentences</li> <li>• Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</li> <li>• Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)</li> <li>• Combines syllables into words (e.g., “sis” + “ter” = “sister”)</li> <li>• Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)</li> <li>• Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>Shows alphabetic and print knowledge</p>	
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>

	LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Recognizes that print conveys meaning</li> <li>Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</li> <li>Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>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.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Recognizes that print conveys meaning</li> <li>Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</li> <li>Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</li> <li>Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b></p> <p>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.</p> <p>LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 5.7 Explains the difference between books that tell stories and those that give information.</p>
Demonstrates comprehension of books read aloud	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Responds to adult reading a book</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Interacts with an adult reading a book</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Retells or reenacts parts of a story after it is read aloud</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Retells or reenacts story with increasing accuracy and complexity after it is read aloud</li> <li>• Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p><b>EMERGENT WRITING</b></p>	
<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p>	
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)</li> </ul>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)</li> </ul>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to use scribbles, marks and drawings to</li> </ul>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an</p>

represent thoughts and ideas	object or person.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>• Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas</li> </ul>	<b>LLD 7 Writing</b> LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.
<b>4-K</b> <ul style="list-style-type: none"> <li>• Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</li> <li>• Uses letter-like shapes or letters to write words or parts of words</li> <li>• Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well- formed letters</li> </ul>	<b>LLD 7 Writing</b> LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
<b>MATHEMATICAL THINKING</b>	
<b>NUMBER SENSE</b>	
<b>0-8 Months</b> <ul style="list-style-type: none"> <li>• Attends to objects in play, such as reaching or looking for more than one object</li> <li>• Observes songs and finger plays that involve numbers and quantity</li> </ul>	<b>MR 1 Number Sense</b> MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.
<b>8-18 Months</b> <ul style="list-style-type: none"> <li>• Attends to quantities when interacting with objects</li> <li>• Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for “more” or “saying all gone”</li> </ul>	<b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.  <b>MR 1 Number Sense</b> MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.

<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Uses number words or sign language to identify small amounts referring to quantity</li> <li>• Begins to count groups of one and two objects in daily routine</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Subitizes (immediately recognizes without counting) up to two objects</li> <li>• Begins to count groups of one to five objects in daily routine</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Subitizes (immediately recognizes without counting) the number of objects in a set of four objects</li> <li>• Counts and identifies the number sequence “1 to 10”</li> <li>• Begins to demonstrate one-to-one correspondence up to 10 during daily routines</li> <li>• Identifies the last number spoken tells “how many” up to five (cardinality)</li> <li>• Counts sets constructed by the teacher to five and beyond</li> <li>• Constructs and counts sets of one to five and beyond</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Subitizes (immediately recognizes without counting) up to five objects</li> <li>• Counts and identifies the number sequence “1 to 31”</li> <li>• Demonstrates one-to one correspondence when counting objects placed in a row (one to 15 and beyond)</li> <li>• identifies the last number spoken tells ”how many” up to 10 (cardinality)</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., <math>7 = 3 + 4</math> just as <math>7 = 2 + 5</math>.</p>

<ul style="list-style-type: none"> <li>• Constructs and counts sets of objects (one to 10 and beyond)</li> <li>• Uses counting and matching strategies to find which is more, less than or equal to 10</li> <li>• Reads and writes some numerals one to 10 using appropriate activities</li> </ul>	
<p>NUMBER AND OPERATIONS</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Explores objects in hands</li> </ul>	<p><b>MR 2 Spatial Awareness</b>  MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)</li> </ul>	<p><b>MR 1 Number Sense</b>  MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.  MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding that “adding to” increases the number of objects in the group</li> </ul>	<p><b>MR 1 Number Sense</b>  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.  MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Changes size of a set of objects (up to three) by adding and subtracting with adult assistance</li> </ul>	<p><b>MR 1 Number Sense</b>  MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.  MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Explores quantities up to five using objects, fingers and</li> </ul>	<p><b>MR 1 Number Sense</b>  MR 1.3 Recognizes numerals to three. Points to one object at a time while</p>

<p>dramatic play to solve real-world joining and separating problems</p> <ul style="list-style-type: none"> <li>Changes size of a set of up to five objects by combining and taking away</li> </ul>	<p>counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</li> <li>Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</li> </ul>	<p><b>NR 1 Number Sense</b></p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<b>PATTERNS</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Explores objects with different characteristics</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Matches objects that have a singular attribute (e.g., color, shape, size)</li> <li>Explores two objects by making direct comparisons</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.2 Matches two identical shapes.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to recognize patterns in the environment (e.g., clap two times)</li> <li>Begins to order three to five objects using one attribute through trial and error</li> </ul>	<p><b>MR 5 Patterns</b></p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Recognizes patterns in the environment</li> <li>Recognizes a simple AB pattern (e.g., clap/snap,</li> </ul>	<p><b>MR 5 Patterns</b></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p>

clap/snap, clap/snap)	
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Notices a pattern with a missing object and completes the pattern by filling in the missing object</li> <li>Begins to duplicate a pattern from a model</li> </ul>	<p><b>MR 5 Patterns</b></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Identifies and extends a simple AB repeating pattern</li> <li>Duplicates a simple AB pattern using different objects</li> <li>Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)</li> </ul>	<p><b>MR 5 Patterns</b></p> <p>MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
GEOMETRY	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Begins to notice shapes in the environment</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Notices shapes in the environment</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to match basic shapes</li> <li>Begins to sort familiar objects into two groups based on size</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.2 Matches two identical shapes.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Matches basic shapes (circle, square) nonverbally</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Recognizes and names typical shapes (circle, square, triangle)</li> <li>● Matches a wider variety of shapes and orientations</li> <li>● Explores three dimensional shapes in the environment through play</li> </ul>	<p><b>MR 3 Shapes</b></p> <p>MR 3.4 Identifies four to six basic geometric shapes.  MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</li> <li>● Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</li> <li>● Creates two dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</li> <li>● Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p><b>MR 3 Shapes</b></p> <p>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.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
<p><b>SPATIAL RELATIONS</b></p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>● Explores the properties of objects and watches how they move</li> <li>● Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)</li> <li>● Explores objects with different shapes</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>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.  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</p>

	contents.
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games</li> <li>• Begins to manipulate objects by flipping, sliding and rotating to make them fit</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games</li> <li>• Manipulates objects by flipping, sliding and rotating to make them fit</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of basic spatial directions through songs, finger plays and games</li> <li>• Demonstrates directionality, order and position of objects by following simple directions</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</li> <li>• Uses directions to move through space and find places in space</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <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>
<b>MEASUREMENT AND DATA</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Explores objects in various ways</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>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</p>

	inside another.
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Explores and shows awareness of the size and weight of object with adult assistance</li> </ul>	<p><b>MR 4 Measurement</b>  MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.  MR 4.2 Explores size and weight of objects in relation to self.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Uses appropriate size words or gestures (small, big) to describe objects accurately</li> </ul>	<p><b>MR 4 Measurement</b>  MR 4.2 Explores size and weight of objects in relation to self.  MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Uses increasingly complex size words to accurately describe objects</li> <li>Compares sets of objects by one attribute (e.g., sort by size)</li> </ul>	<p><b>MR 4 Measurement</b>  MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.  MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p><b>MR 6 Classification</b>  MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Uses size words to label objects</li> <li>Explores two objects by making direct comparisons in length, weight and size using a single attribute</li> <li>Measures object attributes using a variety of standard and nonstandard tools with adult guidance</li> <li>Participates in group sorting and data collection</li> </ul>	<p><b>MR 4 Measurement</b>  MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.  MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.  MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p><b>MR 6 Classification</b>  MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Measures object attributes using a variety of standard and nonstandard tools</li> <li>Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</li> </ul>	<p><b>MR 4 Measurement</b>  MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.  MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>MR 6 Classification</b></p>

<ul style="list-style-type: none"> <li>• Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)</li> <li>• Represents, analyzes and discusses data (e.g. charts, graphs and tallies)</li> <li>• Begins to predict the results of data collection</li> </ul>	<p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p><b>SCIENTIFIC INQUIRY DOMAIN</b></p>	
<p>SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</p>	
<p>Uses senses to explore and understand their social and physical environment</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Responds to information received through the senses</li> <li>• Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Begins to identify some sense organs</li> <li>• Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.  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><b>SCI 3 Physical Science</b>  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)</li> <li>Begins to use senses to observe and experience the environment</li> <li>Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.  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><b>SCI 3 Physical Science</b>  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Begins to identify each of the five senses and how they relate to the sense organs</li> <li>Uses senses to observe and experience objects and environment</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.6 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.  SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Identifies each of the five senses and their relationship to each of the sense organs</li> <li>Begins to identify and make observations about what can be learned about the world using each of the five senses</li> <li>Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  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><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.6 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.  SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<p>Uses tools in scientific inquiry</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Responds to people and objects in simple ways</li> </ul>	<p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>

	<p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)</li> </ul>	<p><b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Recognizes and uses simple tools as props through play (e.g., spoons or brushes)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p><b>CA 4 Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

<p>Uses understanding of causal relationships to act on social and physical environments</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Begins to explore/notice cause and effect (e.g., crying to get needs met)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.1 Reacts to a problem and seeks a desired outcome. MR 7.2 Experiments with cause and effect.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to combine simple actions to cause things to happen or change how they interact with objects and people</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect.</p> <p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Combines simple actions to cause things to happen or change how they interact with objects and people</li> <li>Recognizes and begins to respond to results of own actions</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.2 Experiments with cause and effect. MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Makes simple predictions and reflects on what caused something to happen</li> <li>Participates in and discusses simple experiments</li> <li>Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p>4-K</p>	<p><b>MR 7 Logic &amp; Reasoning</b> MR 7.5 Uses previous knowledge to determine which solution to try first when</p>

<ul style="list-style-type: none"> <li>• Makes predictions and tests their predictions through experimentation and investigation</li> <li>• Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)</li> <li>• Begins to form conclusions and construct explanations (e.g., What do the results mean?)</li> <li>• Shares findings and outcomes of experiments</li> </ul>	<p>solving a problem or planning how to accomplish a task.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  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.  SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>LIFE SCIENCE</p>	
<p>Demonstrates knowledge related to living things and their environments</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Shows curiosity about own body structure (e.g., two legs, fingers for grasping)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.  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>18-24 Months</p> <ul style="list-style-type: none"> <li>• Explores, interacts with and identifies some plants and animals</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Explores, interacts with and identifies a growing number and variety of plants and animals</li> <li>• Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.  SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)</li> <li>● Begins to notice the similarities and differences among various living things</li> <li>● Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)</li> <li>● Explores the differences between living and non-living things</li> <li>● Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)</li> <li>● Notices the similarities and differences among various living things</li> <li>● Understands that all living things grow, change and go through life cycles</li> <li>● Begins to distinguish between living and non-living things</li> <li>● Observes that living things differ with regard to their needs and habitats</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 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.</p> <p>SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<p>PHYSICAL SCIENCE</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>● Displays interest in movement of objects</li> <li>● Recognizes when a moving object has stopped (e.g., mobile)</li> <li>● Uses senses to gain knowledge about objects</li> <li>● Displays interest in various types of materials (e.g.,</li> </ul>	<p><b>SCI 3 Physical Science</b></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>

water, soft fabric, textured carpet)	
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Demonstrates ability to move objects</li> <li>● Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)</li> <li>● Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)</li> <li>● Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>● Demonstrates ability to push and pull objects</li> <li>● Observes objects that move at different speeds (e.g., wind-up toys, swings)</li> <li>● Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)</li> <li>● Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.  SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)</li> <li>● Uses basic words for speed of motion (e.g., fast and slow)</li> <li>● Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)</li> <li>● Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)</li> </ul>	<p><b>SCI 3 Physical Science</b>  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.  SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.  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><b>MR 6 Classification</b>  MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
3-4 Years	<b>SCI 3 Physical Science</b>

<ul style="list-style-type: none"> <li>● Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)</li> <li>● Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)</li> <li>● Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)</li> <li>● Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)</li> </ul>	<p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <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>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Discusses what makes objects move the way they do and how the movement can be controlled</li> <li>● Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</li> <li>● Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</li> <li>● Investigates and describes changing states of matter — liquid, solid and gas</li> <li>● Explores the relationship of objects to light (e.g., light and shadows)</li> </ul>	<p><b>SCI 3 Physical Science</b></p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <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> <p>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI 3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.</p>
<p>EARTH AND SPACE SCIENCE</p>	
<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p>	
<p>0-8 Months</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p>

<ul style="list-style-type: none"> <li>● Touches water (e.g., plastic cups, sponge and wet washcloth)</li> <li>● Touches sand, soil and mud</li> <li>● Begins to exhibit curiosity about objects in the sky and environment</li> <li>● Responds to changes in temperature and weather (e.g., cries when too warm or too cold)</li> </ul>	<p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Explores water (e.g., plastic cups or containers in the bathtub)</li> <li>● Explores sand, soil and mud</li> <li>● Begins to observe the sun, clouds and transition from day to night</li> <li>● Begins to identify day and night</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</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>18-24 Months</p> <ul style="list-style-type: none"> <li>● Engages in structured play with water</li> <li>● Engages in structured play with sand, soil and mud activities</li> <li>● Identifies the objects in the sky (e.g., clouds, sun, moon and stars)</li> <li>● Uses basic vocabulary to describe day and night</li> <li>● Uses emerging vocabulary to describe basic weather</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Begins to explore and investigate the properties of water</li> <li>● Begins to explore and investigate the properties of sand, soil and mud</li> <li>● Describes the objects in the sky (e.g., clouds, sun, moon and stars)</li> <li>● Describes daytime and nighttime through drawing, naming or pretend play</li> <li>● Observes and discusses weather</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Investigates and asks questions about the properties of water using adult- and child-directed activities</li> <li>● Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities</li> <li>● Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)</li> <li>● Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play</li> <li>● Observes and discusses weather changes day to day</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</li> <li>● Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</li> <li>● Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars</li> <li>● Compares the daytime and nighttime cycle</li> <li>● Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b></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 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 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.</p> <p>SCI 2.7 Describes how an organism’s features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<p>ENVIRONMENT</p>	

<p>Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Recognizes familiar people and objects in the immediate environment</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Begins to identify familiar people and objects in the environment</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Identifies familiar people and objects in the environment</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Begins to describe familiar people and objects in the environment</li> <li>Begins to participate in activities to protect the environment</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.  SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the</p>

	immediate environment.
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Describes familiar people and objects in the environment</li> <li>• Participates in activities to protect the environment</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Demonstrates how people use objects and natural resources in the environment</li> <li>• Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</li> <li>• Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 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.</p> <p>SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
<b>ENGINEERING AND TECHNOLOGY</b>	
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Attempts to use objects as tools</li> </ul>	<p><b>SCI 4 Technology</b></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Uses simple tools to explore</li> <li>• Explores simple machines through play (e.g., riding toys)</li> </ul>	<p><b>SCI 4 Technology</b></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>

<p>or push toys)</p>	
<p><b>2-3 Years</b></p> <ul style="list-style-type: none"> <li>● Uses props to represent simple tools through play</li> <li>● Uses simple machines in play (e.g., riding toys, push mower or tricycle)</li> <li>● Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)</li> </ul>	<p><b>SCI 4 Technology</b></p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>● Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)</li> <li>● Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)</li> <li>● Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)</li> </ul>	<p><b>SCI 4 Technology</b></p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p><b>4-K</b></p> <ul style="list-style-type: none"> <li>● Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)</li> <li>● Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</li> <li>● Uses appropriate tools and materials with greater flexibility to create or solve problems</li> <li>● Invents and constructs simple objects or more complex structures and investigates concepts of motion and</li> </ul>	<p><b>SCI 4 Technology</b></p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p> <p>SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p>

stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	
<b>SOCIAL STUDIES DOMAIN</b>	
<b>CULTURE</b>	
0-8 Months <ul style="list-style-type: none"> <li>Experiences own family practices (traditions, celebrations, songs, food or language)</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.
8-18 Months <ul style="list-style-type: none"> <li>Begins to participate in own family practices (traditions, celebrations, songs, food or language)</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.1 Recognizes family members and is exposed to family traditions or cultural events. SS 1.2 With help, participates in family traditions and customs.
18-24 Months <ul style="list-style-type: none"> <li>Participates in own family practices (traditions, celebrations, songs, food or language)</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.2 With help, participates in family traditions and customs.
2-3 Years <ul style="list-style-type: none"> <li>Identifies family practices (traditions, celebrations, songs, food or language)</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
3-4 Years <ul style="list-style-type: none"> <li>Begins to identify self as a member of a culture</li> <li>Begins to understand everyone belongs to a culture</li> <li>Explores culture of peers and families (classroom)</li> </ul>	<b>SS 1 Culture &amp; Community</b> SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. 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.
4-K <ul style="list-style-type: none"> <li>Identifies self as a member of a culture</li> <li>Understands everyone belongs to a culture</li> </ul>	<b>SS 1 Culture &amp; Community</b> 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

<ul style="list-style-type: none"> <li>• Explores culture of peers and families in the classroom and community</li> <li>• Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)</li> </ul>	<p>and others to contribute to the community.</p> <p>SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p> <p>SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
<b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to explore characteristics of self (eyes, nose and hair)</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to recognize characteristics of self (eyes, nose and hair)</li> <li>• Begins to recognize ability to impact surroundings</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p><b>MR 7 Logic &amp; Reasoning</b></p> <p>MR 7.2 Experiments with cause and effect.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Recognizes characteristics of self (eyes, nose and hair)</li> <li>• Recognizes ability to impact surroundings</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>MR 7 Logic &amp; Reasoning</b></p> <p>MR 7.2 Experiments with cause and effect.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to recognize characteristics of self as an individual</li> <li>• Begins to recognize the ways self is similar to and different from peers and others</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p>

	Identifies differences between self and others.
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Recognizes characteristics of self as an individual</li> <li>Recognizes the ways self is similar to and different from peers and others</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Identifies characteristics of self as an individual</li> <li>Identifies the ways self is similar to and different from peers and others</li> <li>Recognizes individual responsibility as a member of a group (e.g., classroom or family)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  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.  SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>
<b>INDIVIDUALS AND GROUPS</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>Begins to recognize family members</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>Identifies family members</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Begins to recognize self as separate from others</li> <li>Begins to respond to the needs of others (e.g., peers and family members)</li> <li>Begins to participate in routines (e.g., family, classroom, school and community)</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.  SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> <li>● Recognizes self as separate from others</li> <li>● Responds to the needs of others (e.g., peers and family members)</li> <li>● Begins to follow routines (e.g., family, classroom, school and community)</li> </ul>	<p><b>SED 4 Social Relationships</b>          SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p><b>SS 1 Culture &amp; Community</b>          SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.          SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>● Identifies self and others as part of a group</li> <li>● Identifies groups within a community</li> <li>● Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)</li> <li>● Exhibits emerging leadership skills and roles (e.g., line leader and door holder)</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>          SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.          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><b>SS 2 Civics &amp; Economics</b>          SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Identifies differences and similarities of self and others as part of a group</li> <li>● Explains the role of groups within a community</li> <li>● Demonstrates awareness of group rules (e.g., family, classroom, school or community)</li> <li>● Exhibits leadership skills and roles (e.g., line leader and door holder)</li> </ul>	<p><b>SED 1 Self-Awareness</b>          SED 1.5 Describes and compares preferences of self and others.</p> <p><b>SS 1 Culture &amp; Community</b>          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.          SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.          SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p> <p><b>SS 2 Civics &amp; Economics</b>          SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another</p>

	person.
<b>SPACES, PLACES AND ENVIRONMENTS</b>	
<b>0-8 Months</b> <ul style="list-style-type: none"> <li>• Responds to people and objects</li> </ul>	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.  <b>SCI 2 Natural &amp; Earth Science</b> SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.
<b>8-18 Months</b> <ul style="list-style-type: none"> <li>• Responds in varied ways to people and objects</li> </ul>	<b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
<b>18-24 Months</b> <ul style="list-style-type: none"> <li>• Begins to recognize own personal space</li> </ul>	<b>SS 2 Civics &amp; Economics</b> SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.  <b>SS 3 Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
<b>2-3 Years</b> <ul style="list-style-type: none"> <li>• Begins to identify own personal space</li> <li>• Explores own environment</li> <li>• Recognizes basic physical characteristics (e.g., landmarks or land features)</li> <li>• Uses words to describe objects in a familiar space</li> </ul>	<b>SS 3 Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.  <b>LLD 2 Communication</b> LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>• Recognizes the relationship of personal space to</li> </ul>	<b>SS 3 Geography</b> SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.

<p>surroundings</p> <ul style="list-style-type: none"> <li>• Identifies own environment and other locations</li> <li>• Identifies basic physical characteristics (e.g., landmarks or land features)</li> <li>• Begins to use spatial words (e.g., far/close, over/under and up/down)</li> <li>• Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)</li> </ul>	<p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Identifies the relationship of personal space to surroundings</li> <li>• Identifies differences and similarities between own environment and other locations</li> <li>• Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)</li> <li>• Uses spatial words (e.g., far/close, over/under and up/down)</li> <li>• Recognizes some geographic tools and resources (e.g., maps, globes or GPS)</li> <li>• Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)</li> </ul>	<p><b>SS 3 Geography</b></p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p> <p>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.8 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.</p>
<p><b>TIME, CONTINUITY AND CHANGE</b></p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to respond to schedules</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b></p> <p>SS 4.1 Focuses on interactions with others for a short time.</p> <p><b>SED 2 Self-Regulation</b></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>8-18 Months</p>	<p><b>SS 4 History &amp; Sense of Time</b></p>

<ul style="list-style-type: none"> <li>• Responds to schedules</li> </ul>	<p>SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Recognizes and responds to schedules (e.g., time to eat when hungry)</li> </ul>	<p><b>SS 4 History &amp; Sense of Time.</b> SS 4.2 Observes events and begins to participate</p> <p><b>SED 2 Self-Regulation</b> 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>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to sequence events</li> <li>• Begins to recognize time events and routines</li> </ul>	<p><b>SS 4 History &amp; Sense of Time.</b> SS 4.2 Observes events and begins to participate SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p><b>SED 2 Self-Regulation</b> 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>3-4 Years</p> <ul style="list-style-type: none"> <li>• Recognizes sequence of events to establish a sense of order and time</li> <li>• Explores changes that take place over time in the immediate environment</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Identifies changes within a sequence of events to establish a sense of order and time</li> <li>• Observes and recognizes changes that take place over time in the immediate environment</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b> SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories. SS 4.7 Compares and contrasts current and historical conditions of familiar environments.</p>
<p>GOVERNANCE, CIVIC IDEALS AND PRACTICES</p>	

<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Responds to people and objects</li> <li>• Uses senses to solve problems</li> <li>• Recognizes familiar people and objects</li> </ul>	<p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Responds to simple requests</li> <li>• Begins to recognize cause and effect of actions</li> <li>• Responds in varied ways to people and objects</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Begins to follow simple requests</li> <li>• Responds to problems in the environment</li> <li>• Shows more complex responses to people and objects</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.  SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to recognize expectations in varying settings</li> <li>• Demonstrates emerging problem solving and decision making skills</li> <li>• Begins to recognize common symbols in the environment</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Begins to recognize and follow rules and expectations in varying settings</li> <li>• Begins to participate in problem solving and decision making</li> <li>• Begins to recognize national patriotic symbols (e.g., flag)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Plan a logical series of steps to accomplish a task.  MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p>

<p>and eagle)</p>	<p>Identifies differences between self and others.  SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.  SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Recognizes and follows rules and expectations in varying settings</li> <li>● Participates in problem solving and decision making</li> <li>● Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.  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><b>SS 2 Civics &amp; Economics</b>  SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.  SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>
<p><b>ECONOMICS AND RESOURCES</b></p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>● Begins to actively seek out responses</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>● Begins to communicate wants and needs</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.1 Attends to others in immediate environment. Grasps and releases objects.  SS 2.2 Participates in communal activities. Expresses a desire for an object or</p>

	<p>action. Says me, mine.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>Communicates wants and needs to others</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>Initiates more complex interactions to get wants and needs met</li> <li>Shows awareness of occupations</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.  SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>Begins to recognize the difference between wants and needs</li> <li>Recognizes familiar people who perform different occupations</li> </ul>	<p><b>PD 4 Personal Care</b>  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><b>SS 2 Civics &amp; Economics</b>  SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>Recognizes the difference between wants and needs</li> <li>Begins to recognize that people work to earn money to buy things they need or want</li> </ul>	<p><b>PD 4 Personal Care</b>  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><b>SS 2 Civics &amp; Economics</b>  SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>

TECHNOLOGY AND OUR WORLD	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Responds to people and objects</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Responds in varied ways to people and objects</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem. SCI 4.7 Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. SCI 4.8 Identifies which tools can best help save time, solve a problem or</p>

	increase enjoyment.
<b>CREATIVE EXPRESSION THROUGH THE ARTS</b>	
<b>SENSORY ART EXPERIENCE</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Begins to experience the sensory qualities of a wide variety of open ended, diverse and process-oriented sensory materials</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Chooses from a wide variety of open-ended, diverse and process oriented sensory materials to engage in the art experience</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Combines a variety of open-ended, process oriented and diverse art materials to explore technique with intention</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Uses imagination and creativity to express self through open ended, diverse and process-oriented art experiences with intention</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.  CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.  CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.  CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Combines with intention a variety of open-ended, process oriented and diverse art materials</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.  CA 3.6 Demonstrates a variety of techniques using a given tool or medium.</p>

	Creates arts to represent an idea or object. Explains how it was made.
<b>MUSIC</b>	
<b>0-8 Months</b> <ul style="list-style-type: none"> <li>• Responds to music in a variety of ways</li> </ul>	<b>CA 1 Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.
<b>8-18 Months</b> <ul style="list-style-type: none"> <li>• Begins to discover and engage in creative music experiences</li> </ul>	<b>CA 1 Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
<b>18-24 Months</b> <ul style="list-style-type: none"> <li>• Discovers and engages in creative music experiences</li> </ul>	<b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
<b>2-3 Years</b> <ul style="list-style-type: none"> <li>• Begins to engage in a variety of individual and group musical activities</li> </ul>	<b>CA 1 Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>• Engages in a variety of individual and group musical activities with more coordinated intention</li> <li>• Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</li> </ul>	<b>CA 1 Music</b> CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
<b>4-K</b> <ul style="list-style-type: none"> <li>• Actively participates in a variety of individual and group musical activities</li> <li>• Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities</li> </ul>	<b>CA 1 Music</b> CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody. CA 1.7 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.

CREATIVE MOVEMENT	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Uses movement to show increasing body awareness in response to own environment</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Begins to use movement to express feelings and/or communicate an idea</li> <li>• Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.  CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Uses movement to express feelings and/or communicate an idea</li> <li>• Responds and moves in creative ways while listening to music, stories and/or verbal cues</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.  CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.  CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.  CA 2.5. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>• Continues to engage in individual and group movement activities to express and represent thoughts,</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b>  CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>

observations, imagination, feelings, experiences and knowledge	CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
<b>IMAGINATIVE AND CREATIVE PLAY</b>	
<b>0-8 Months</b> <ul style="list-style-type: none"> <li>Imitates familiar experiences in own life</li> </ul>	<b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.
<b>8-18 Months</b> <ul style="list-style-type: none"> <li>Imitates and initiates familiar experiences in own life using a variety of objects in the environment</li> </ul>	<b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.
<b>18-24 Months</b> <ul style="list-style-type: none"> <li>Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment</li> </ul>	<b>CA 4 Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects. CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<b>2-3 Years</b> <ul style="list-style-type: none"> <li>Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play</li> </ul>	<b>CA 4 Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects. CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<b>3-4 Years</b> <ul style="list-style-type: none"> <li>Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment</li> </ul>	<b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
<b>4-K</b> <ul style="list-style-type: none"> <li>Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of</li> </ul>	<b>CA 4 Drama</b> 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. CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.

objects in own environment	
<b>APPRECIATION OF THE ARTS</b>	
<p>0-8 Months</p> <ul style="list-style-type: none"> <li>• Responds spontaneously to different forms of art in the environment</li> </ul>	<p><b>CA 1 Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p><b>CA 3 Visual Arts</b> CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p><b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> <li>• Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)</li> </ul>	<p><b>CA 1 Music</b> CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p> <p><b>CA 3 Visual Arts</b> CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p><b>CA 4 Drama</b> CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> <li>• Begins to respond to own art and to a variety of artistic expressions of others</li> <li>• Begins to show preferences for various art forms</li> </ul>	<p><b>CA 1 Music</b> CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>

	<p><b>CA 2 Dance &amp; Movement</b> CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3 Visual Arts</b> CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 4 Drama</b> CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> <li>• Responds to own art and to a variety of artistic expressions of others</li> <li>• Shows preferences for various art forms</li> </ul>	<p><b>CA 1 Music</b> CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p><b>CA 3 Visual Arts</b> CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p><b>CA 4 Drama</b> CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others</li> </ul>	<p><b>CA 1 Music</b> CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p><b>CA 3 Visual Arts</b></p>

	<p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p><b>CA 4 Drama</b>  CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p>4-K</p> <ul style="list-style-type: none"> <li>● Uses appropriate art vocabulary to describe own art creations and those of others</li> <li>● Compares own art to similar art forms</li> <li>● Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</li> </ul>	<p><b>CA 1 Music</b>  CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 2 Dance &amp; Movement</b>  CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 3 Visual Arts</b>  CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p><b>CA 4 Drama</b>  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><b>SS 1 Culture and Community</b>  SS1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures.</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	
 <b>Social &amp; Emotional Development</b>	<b>SED 1 Self-Awareness</b>	Explores self and others by using senses.	Recognizes self in photos or in a mirror.	Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.	When given two to three options, chooses his/her most desired option.	Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
	<b>SED 2 Self-Regulation</b>	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.	Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.	Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.	Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.	Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.	Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
	<b>SED 3 Attention &amp; Persistence</b>	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.	Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.	Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.
	<b>SED 4 Social Relationships</b>	Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.	Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.	Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.	Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.	Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.	Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.	Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.	Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.

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



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

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

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

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

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