



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Utah's Early Learning Guidelines:**  
**Birth to age 3 and ages 3 to 5**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Utah's Early Learning Guidelines**. 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.



# Utah's Early Learning Guidelines

*Standards for Early Childhood:  
Birth- Age 3*

*Standards for Early Childhood:  
Ages 3-5*



Utah Standards 0-3 years old

Experience Early Learning Developmental Continuum of Skills

Social and Emotional Development	
Trust and Emotional Security	
<p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Looks intently at familiar human faces</li> <li>• Follows movement of caregiver about the room with eyes</li> <li>• Accepts comfort by familiar caregiver when tired, hungry or upset</li> <li>• Responds with smiles and cooing when picked up by familiar caregiver</li> <li>• Avoids eye contact with strange adults</li> <li>• Looks at caregiver's face while being held for feeding</li> <li>• Looks for familiar caregiver when tired, hungry or upset</li> </ul>	<p>SED 1.1 Explores self and others by using senses.</p> <p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine</p> <p>SED.3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>

<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Greets familiar caregiver with a smile, hug or kiss</li> <li>• Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</li> <li>• Prefers comfort from familiar adult when tired or hungry</li> <li>• Enjoys looking at, pointing to or naming familiar people in family photos</li> <li>• Calls for “Mama” or familiar person when in a new situation</li> </ul>	<p>SED.2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED.4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room</li> <li>• Looks for or asks for “Mama” or familiar adult when falling down or getting hurt</li> <li>• Greets familiar caregivers with enthusiasm when they return to the room</li> <li>• Reaches for familiar caregiver when an unfamiliar adult approaches</li> <li>• Wants to take a familiar toy or blanket along on a trip or a visit to a new place</li> <li>• Accepts reassurance in a telephone conversation with a member of the family</li> </ul>	<p>SED.2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED.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>Self-Awareness</p>	
<p>Expresses feelings and emotions through facial expressions, sounds or gestures Develops awareness of self as separate from others Shows confidence in increasing abilities</p>	

<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Stares at own hands or feet as they move</li> <li>• Expresses feelings of comfort, discomfort, enjoyment or unhappiness</li> <li>• Looks at own reflection in the mirror as if it were another baby</li> <li>• Attends to other people's faces and pictures or drawings of faces</li> </ul>	<p>SED.1.1 Explores self and others by using senses. PD.3.1 Expresses distress when needs are not met</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Expresses emotions, such as sadness, happiness, anger and surprise</li> <li>• Smiles at own reflection in mirror or makes sounds when looking at image in the mirror</li> <li>• Shows likes and dislikes for particular toys, blankets or other objects</li> <li>• Claps hands for self after running round and round the table</li> </ul>	<p>SED.1.2 Recognizes self in photos or in a mirror. SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. 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>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Recognizes and identifies own emotions, such as, "I'm sad" or I'm happy"</li> <li>• Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror</li> <li>• Calls self by name and begins to use words, such as "I" or "me"</li> <li>• Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession</li> </ul>	<p>SED.1.2 Recognizes self in photos or in a mirror. SED.1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED.2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SS.2.2 Expresses a desire for an object or action. Says me, mine.</p>
<p>Self-Regulation</p>	

Begins to manage own behavior and show self-regulation Shows ability to cope with stress Shows increasing independence Understands simple routines, rules or limitations	
<b>Young Infant (Birth to 8 months)</b> <ul style="list-style-type: none"> <li>• Expects a response from a caregiver when crying or upset</li> <li>• Stops crying when held and gently rocked or talked to by familiar caregiver</li> <li>• Sucks fist, thumb or pacifier for calming down when upset Looks for familiar caregiver, favorite toy or blanket</li> <li>• Opens mouth for spoon while being fed by caregiver</li> </ul>	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.
<b>Older Infant (8 to 18 months)</b> <ul style="list-style-type: none"> <li>• Sucks on fingers or thumb to calm self when upset or in a new situation</li> <li>• Moves arms, legs or body to get own bottle or toys</li> <li>• Understands what “No” means and may tell self “No-No”</li> <li>• Holds own bottle or feeds self with fingers</li> <li>• Copes with stress by playing with familiar toys in a favorite spot</li> <li>• Plays quietly with a toy while waiting to get up from a nap</li> </ul>	SED.2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED.3.2 Participates in daily routines or familiar activities.. PD.2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<b>Toddler (18 to 36 months)</b> <ul style="list-style-type: none"> <li>• Tries to clean up own spills or messes</li> <li>• Wants to put on shoes or coat without help</li> <li>• Claps hands and shows others after completing a puzzle and then waits for a response from others</li> <li>• Says “No” or shakes head when doesn’t want to do something or doesn’t like something</li> <li>• Waits for adult before going outside or crossing the street</li> </ul>	SED.2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. 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. PD.3.2 Responds to possible dangers in environment and avoids them when prompted. PD.3.3 Follows simple safety rules.
Relationships with Other Children	

<p>Shows interest in and awareness of other children  Responds to and interacts with other children  Begins to recognize and respond to other children's feelings and emotions  Begins to show concern for others  Learns social skills and eventually uses words for expressing feelings, needs and wants  Uses imitation or pretend play to learn new roles and relationships</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Watches other children from a distance or listens to other children</li> <li>• Quiets down and smiles when hears name spoken by familiar person</li> <li>• Starts to cry when other children in the room are crying</li> <li>• Vocalizes or gets excited when near other children</li> <li>• Looks at and watches another child who is crying or upset Imitates facial expressions during games with other children and caregiver</li> </ul>	<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.  SED.4.2 Mimics facial expressions of others.  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.3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Reaches out to touch another child's face or hair</li> <li>• Sits next to and plays with same toys that other children have</li> <li>• Squeals with joy or runs about when other children are happy and excited</li> <li>• Offers a toy to another child who is crying or upset</li> <li>• Points to or asks for cup, spoon or objects that other children have</li> <li>• Pretends to talk on a toy telephone to a familiar person</li> </ul>	<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.  SED.4.3 Identifies and plays side-by-side with a new or familiar person.  CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Knows the names of some other children</li> <li>• Shows excitement when greeting other children</li> <li>• Looks for an adult to help when another child is crying</li> </ul>	<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>



<ul style="list-style-type: none"> <li>Shows interest or concern for another child who falls down by touching or talking to child Imitates tasks, such as wiping the table, that others do</li> <li>Watches other children and imitates feeding stuffed animals with pretend food</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>CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<b>Language Development and Communication</b>	
Listening and Understanding	
<p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>Quiets down and turns head toward a familiar voice or sound</li> <li>Watches a person's face and hands when they are talking or gesturing</li> <li>Smiles when spoken to or when greeted with a smiling face</li> <li>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</li> <li>Lifts arms when caregiver gestures or says "Up" while picking up baby</li> </ul>	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>Quiets down or gets excited when hears familiar voices</li> <li>Looks at person who calls baby's name or speaks to baby</li> </ul>	<p>LLD.1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD.1.2 Shows understanding of a variety of single familiar</p>

<ul style="list-style-type: none"> <li>• Cries in response to sudden loud noises, angry faces or voices</li> <li>• Responds with gestures or words when asked if baby wants to eat or play</li> <li>• Responds with gestures or words to simple requests or questions</li> <li>• Looks for ball when asked, "Where is the ball?"</li> </ul>	<p>words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Imitates sounds when hears noises that animals make</li> <li>• Laughs when told a silly rhyme or story</li> <li>• Understands when told it is time to eat by going to wash hands or coming to the table</li> <li>• Comforts others who are crying or looking sad with a touch or a hug</li> <li>• Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside"</li> <li>• Shows enjoyment in sharing conversations with caregiver</li> </ul>	<p>LLD.1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>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>Communicating and Speaking</p>	
<p>Uses sounds, gestures or actions to express needs and wants          Uses consistent sounds, gestures or words to communicate          Imitates sounds, gestures or words          Uses sounds, signs or words for a variety of purposes          Shows reciprocity in using language in simple conversations</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Uses different types of cries for expressing hunger, discomfort, fear and other emotions</li> <li>• Plays with making different sounds</li> <li>• Makes sounds of pleasure and/or discomfort when caregiver is present</li> <li>• Makes cooing sounds and other sounds of home</li> </ul>	<p>LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD.3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.</p>

<p>languages</p> <ul style="list-style-type: none"> <li>• Imitates vowel sounds, such as “ah” or “oh” or “oo”</li> <li>• Smiles or vocalizes to initiate social contact with familiar caregiver</li> <li>• Takes turns by making sounds in response to adult talking with baby</li> </ul>	
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Produces own sounds or babbles either by self or in response to others</li> <li>• Imitates sounds or familiar words of home language</li> <li>• Uses familiar gestures such as waving good-bye</li> <li>• Uses some words or signs, such as for “bottle,” “up” or “more”</li> <li>• Knows the name or sign for familiar objects, animals or people</li> <li>• Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently</li> <li>• Responds to questions or simple requests with either a nonverbal or verbal answer</li> </ul>	<p>LLD.1.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD.1.3 Responds to simple statements and questions. LLD.2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Shakes head or uses words to respond to “Yes” or “No” questions Imitates new words or learns new signs</li> <li>• Repeats simple rhymes or songs</li> <li>• Uses words or sign language to tell what is happening</li> <li>• Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences</li> <li>• Initiates conversations, asks questions and answers questions with two- or three-word responses</li> </ul>	<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.2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>CA.1.2 Repeats words in familiar songs and attempts to sing.</p>
Emergent Literacy	
<p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p>	

Develops interest in and involvement with books and other print materials Begins to recognize and understand symbols	
<b>Young Infant (Birth to 8 months)</b> <ul style="list-style-type: none"> <li>• Kicks feet or moves arms in response to rhythm of music</li> <li>• Looks at and attends to pictures of other babies or faces</li> <li>• Looks at books, pats the pictures or brings book to mouth</li> <li>• Listens and attends to repetitions of familiar words, songs or rhymes</li> <li>• Hits buttons with pictures on toys to hear or reproduce sounds</li> </ul>	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.4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds. LLD.5.1 Looks at or points to pictures. Opens and closes books. CA1.1 Responds to sounds. Makes sounds to communicate feelings. SCI.4.1 Explores simple tools such as toys and spoons
<b>Older Infant (8 to 18 months)</b> <ul style="list-style-type: none"> <li>• Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays</li> <li>• Points at or names objects, animals or people in photos, pictures and drawings</li> <li>• Sings or joins in on familiar songs with caregiver</li> <li>• Turns pages of books, looks at the pictures and uses sounds or words</li> <li>• Makes marks on a paper with a large crayon or marker</li> </ul>	LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. LLD.5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. MR.5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. CA.1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. LLD.7.2 Makes random marks with writing tools. Make handprints or fingerprints.
<b>Toddler (18 to 36 months)</b> <ul style="list-style-type: none"> <li>• Knows several simple songs, rhymes or stories</li> <li>• Looks at, turns pages and names people or objects in picture books</li> <li>• Brings favorite books for caregiver to read</li> <li>• Makes scribbles or shapes on paper to convey meaning</li> </ul>	SED.1.3 Expresses likes and dislikes. MR.5.2 Attempts to mimic vocal and physical patterns. 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.7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
<b>Cognitive Development</b>	

Exploration and Discovery	
<p>Pays attention to people and objects</p> <p>Uses senses to explore people, objects and the environment</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Focuses on caregiver's voice or face during feeding times</li> <li>• Attends to colors and lights or notices patterns and shapes</li> <li>• Puts almost everything in mouth to explore, touch and taste</li> <li>• Turns head and follows with eyes when a new person enters the room</li> <li>• Reaches toward a new toy, grasps it and explores it by turning it over and over</li> <li>• Swipes or kicks at toy above the crib and repeats actions to make it move again and again</li> </ul>	<p>SED.3.1. Shifts attention from one person or thing to another.</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>SCI.3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Touches and feels person's hair or puts their hands on faces to feel skin</li> <li>• Attends to and examines small objects, such as crumbs, bugs or pieces of paper</li> <li>• Puts shapes in a shape box with openings, matching colors and/or shapes</li> <li>• Reaches for adult hands to continue a game</li> <li>• Pushes a button to turn a TV or radio on and off and repeats action</li> </ul>	<p>MR.3.2 Matches two identical shapes.</p> <p>SCI.2.3 Reacts to changes in texture, smell, sound, or sight.</p> <p>SCI.3.1 Explores immediate environment using senses.</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.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Picks up leaves, rocks and sticks during a walk outside</li> <li>• Watches intently and says names or sounds of animals</li> </ul>	<p>SCI.2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI.3.2 Uses body to push or pull toys.</p>

<p>at a zoo or farm</p> <ul style="list-style-type: none"> <li>• Does simple puzzles with different colors and shapes</li> <li>• Pushes riding toy or sits on it and uses feet to try to make it move</li> <li>• Matches colors or shapes when sorting toys and other objects</li> </ul>	<p>MR.2.3 Recognizes objects that are upside down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR.6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>MR.6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Developing Memory	
<p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Stares intently at new faces or objects</li> <li>• Smiles in recognition of familiar caregiver</li> <li>• Shows excitement when a familiar person enters the room</li> <li>• Shows apprehension when an unfamiliar person enters the room</li> <li>• Looks for toys that have been dropped or partly covered by a blanket or other cloth</li> </ul>	<p>SED.1.1 Explores self and others by using senses.</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>SCI.1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Brings familiar people their shoes, coat, purse or some other personal object</li> <li>• Uses a blanket to cover or hide a stuffed toy or doll</li> <li>• Tries to follow a cat or dog under a chair or table</li> <li>• Looks for missing toy when asked, "Where is the ball?"</li> <li>• Looks out the window and waits for a familiar caregiver to return</li> <li>• Says or signs, "Dada" or "Mama" when hears car arrive</li> </ul>	<p>SED.3.2 Participates in daily routines or familiar activities.</p> <p>MR.7.1 Reacts to a problem and seeks a desired outcome.</p> <p>MR.7.2 Experiments with cause and effect.</p> <p>SCI.1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<b>Toddler (18 to 36 months)</b>	

<ul style="list-style-type: none"> <li>• Notices when someone gets a new coat, shoes or some other item of clothing</li> <li>• Looks for favorite toy where left it last</li> <li>• Looks around home for a pet or calls the animal by name</li> <li>• Recognizes a neighbor at a grocery store and waves or says, "Hi"</li> <li>• Washes hands when it is time to eat</li> <li>• Throws a ball over a sofa and then runs around behind the sofa to find where the ball went</li> </ul>	
Problem Solving	
<p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Brings toy to mouth to taste it and explore it</li> <li>• Hits, shakes or kicks toy to make and/or reproduce sounds</li> <li>• Turns toy over and over to look at it and examine it</li> <li>• Rolls over to get a toy on the other side or just out of reach</li> <li>• Moves body up and down to get caregiver to continue the bouncing on caregiver's knee</li> <li>• Drops toy repeatedly and waits for someone to pick it up</li> </ul>	<p>SCI.3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move</p> <p>PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>MR.7.1 Reacts to a problem and seeks a desired outcome</p> <p>MR.7.2 Experiments with cause and effect.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Uses a spoon to bang on the dishes or on a table to make noise</li> <li>• Uses a string to pull a toy into the crib or over to play with it</li> <li>• Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle</li> <li>• Gets and leads an adult to obtain a cookie or bottle on a</li> </ul>	<p>MR.7.2 Experiments with cause and effect.</p> <p>SCI.3.2. Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>MR.2.2 Fills container then dumps out the contents.</p>

counter	
<b>Toddler (18 to 36 months)</b> <ul style="list-style-type: none"> <li>Asks for names of new objects or people with, “What is that?” or “Who is that?”</li> <li>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf</li> <li>Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair</li> <li>Turns puzzle pieces in many different ways to complete a puzzle</li> </ul>	LLD.2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. MR.2.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR.7.2 Experiments with cause and effect. MR.7.3 Plan a logical series of steps to accomplish a task
Imitation and Symbolic Play	
Observes and imitates sounds, gestures or behaviors Uses objects in new ways or in pretend play Uses imitation or pretend play to express creativity and imagination	
<b>Young Infant (Birth to 8 months)</b> <ul style="list-style-type: none"> <li>Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand Imitates faces or sounds that familiar caregiver makes</li> <li>Imitates shaking or patting a toy or other object</li> <li>Coos, squeals or laughs when familiar caregiver talks and plays games with baby</li> </ul>	CA.4.1 Imitates simple movements and facial expressions.
<b>Older Infant (8 to 18 months)</b> <ul style="list-style-type: none"> <li>Tries to bite into a plastic apple or other fruit that looks like a real one</li> <li>Imitates adults by using a cloth to wipe the table after eating</li> <li>Pretends to comb or brush their own hair using their hand or fingers</li> </ul>	CA.4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.



<ul style="list-style-type: none"> <li>Pretends to feed doll or stuffed animal with own bottle or food</li> </ul>	
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> <li>Uses any round object for a ball and throws it across the room</li> <li>Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door</li> <li>Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket</li> <li>Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night"</li> </ul>	CA.4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<b>Physical and Motor Development</b>	
Gross Motor Development	
<p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>Turns head from side to side and makes repetitive motions with arms and legs</li> <li>Holds head up when placed on stomach</li> <li>Rolls over and over to get closer to a toy</li> <li>Uses arms and legs to move forward or backward when on stomach or back</li> </ul>	PD.1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>Sits by self and maintains balance while playing with a toy</li> </ul>	<p>PD.1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD.1.2 Walks and climbs. Carries, drags, kicks and tosses</p>

<ul style="list-style-type: none"> <li>• Crawls on hands and knees to get a toy</li> <li>• Scoots on bottom using legs to help move from place to place</li> <li>• Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</li> <li>• Walks while holding onto furniture or people and later walks alone</li> </ul>	objects.
<b>Toddler (18 to 36 months)</b> <ul style="list-style-type: none"> <li>• Walks easily or runs from place to place by self</li> <li>• Crawls or walks up steps and then backs down or turns and walks down by self</li> <li>• Walks and sometimes runs across the room to greet people</li> <li>• Jumps into puddles, piles of leaves or sandbox</li> <li>• Climbs on chair or stool to reach toys and other objects that are out of reach</li> <li>• Enjoys playing on swings, climbers or slides at playground</li> </ul>	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.
<b>Fine Motor Development</b>	
Uses hands or feet to make contact with objects or people Develops small muscle control and coordination Coordinates eye and hand movements Uses different actions on objects Controls small muscles in hands when doing simple tasks	
<b>Young Infant (Birth to 8 months)</b> <ul style="list-style-type: none"> <li>• Hits or kicks at toy or mobile hanging over crib</li> <li>• Grasps a finger or small toy placed in hand</li> <li>• Looks at an object in hand while bringing it to mouth</li> <li>• Looks at brightly colored socks while moving or kicking feet</li> <li>• Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy</li> </ul>	PD.2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. SCI.3.1 Uses senses to explore objects in 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.

<ul style="list-style-type: none"> <li>• Drops and puts small blocks into a container</li> </ul>	
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Transfers a block or other toy from hand to hand</li> <li>• Holds two blocks, one in each hand and hits them together to make noise</li> <li>• Uses pincher grasp with thumb and forefinger together to pick up small objects</li> <li>• Pushes or pulls toys while standing or walking</li> <li>• Drops or throws balls and other objects while sitting or standing</li> </ul>	<p>PD.2.2 Purposefully grasps objects with finger and thumb.  SCI.3.2 Uses body to push or pull toys.  SCI.3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Kicks or throws a ball toward another child or to an adult</li> <li>• Stacks two or three blocks on top of each other</li> <li>• Makes lines, circles or scribbles with a crayon on paper</li> <li>• Pushes and pats puzzle pieces into place</li> <li>• Digs in sand with spoon or small shovel</li> <li>• Tears tissue paper into small pieces to glue onto paper</li> </ul>	<p>PD.1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  PD.2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks.  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.  SCI.4.3 Explores movable parts on toys and tools. Uses on and off switches.  MR.2.3 Recognizes objects that are upside down and turns them right-side up. Puts together three pieces to create a whole object.</p>
<b>Physical Health and Well-Being</b>	
<p>Shows characteristics of healthy development  Responds when physical needs are met  Expresses physical needs nonverbally or verbally  Participates in physical care routines  Begins to develop self-help skills  Begins to understand safe and unsafe behaviors</p>	
<p><b>Young Infant (Birth to 8 months)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates visual and auditory abilities to facilitate</li> </ul>	<p>PD.2.1 Reaches for objects in sight. Uses arms or legs to make</p>

<p>learning and development</p> <ul style="list-style-type: none"> <li>• Startles or cries when hears sudden loud noises</li> <li>• Grows proportionally according to height and weight growth charts</li> <li>• Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</li> <li>• Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</li> <li>• Lifts arms when getting shirt put on or off</li> <li>• Places hands on bottle while being fed</li> </ul>	<p>contact with an object.</p> <p>PD.5.1 Cries when hungry or tired.</p> <p>SED.2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED.4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><b>Older Infant (8 to 18 months)</b></p> <ul style="list-style-type: none"> <li>• Shows appropriate gains in height and weight according to growth charts</li> <li>• Splashes water on self and plays in the water during bath time</li> <li>• Plays happily with toys after a nap and a snack</li> <li>• Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</li> <li>• Asks, points or uses sign language for “More” when eating</li> <li>• Responds to “Hot” or “No” and begins to not touch things when told not to</li> <li>• Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation</li> </ul>	<p>SED.3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>PD.3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD.4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>LLD.2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate</p>
<p><b>Toddler (18 to 36 months)</b></p> <ul style="list-style-type: none"> <li>• Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</li> <li>• Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk”</li> <li>• Uses a spoon to feed self or drinks from a glass or cup</li> <li>• Shakes head or says, “Yes” or “No” when asked, “All done?”</li> <li>• Pulls at pants or gives other signs when needs to use</li> </ul>	<p>PD.4.3 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>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.2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>

the toilet

- Holds hands under water to be washed and later insists on washing own hands
- Learns to stop when told, "Stop" and begins to wait for an adult before crossing the street

PD.3.3 Follows simple safety rules.

Utah Standards 3-5 years old

Experience Early Learning Developmental Continuum of Skills

English Language Arts	
Academic and Social Language	
Speaking and Listening	
<b>ELA 3 yr.1.1:</b> Speak in simple sentences to communicate wants and needs.	<b>LLD 2 Communication</b> <b>LLD2.4</b> Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary.
<b>ELA 4 yr.1.1:</b> Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.	<b>LLD 2 Communication</b> <b>LLD2.5</b> Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Tells stories and engages in conversations through multiple exchanges.
<b>ELA 3 yr.1.2:</b> Begin to understand and use nouns, verbs, prepositions, and pronouns.	<b>LLD 2 Communication</b> <b>LLD2.4</b> Speaks in sentences using signs or verbal words but does not follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
<b>ELA 4 yr.1.2:</b> Use nouns, verbs, prepositions, pro- nouns, and adjectives when speaking with others.	<b>LLD 2 Communication</b> <b>LLD2.5</b> Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. <b>LLD 2.6</b> Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
<b>ELA 3 yr.1.3</b> Begin to ask and answer simple questions (for	<b>LLD 2 Communication</b> <b>LLD2.3</b> Says two- to four-word sentences and repeats short phrases by using

example, who, what, where)	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.
<b>ELA 4 yr.1.3</b> Begin to ask and answer complex questions (for example, who, what, where, when, why, how).	<p><b>LLD 2 Communication</b></p> <p><b>LLD2.4</b> Speaks in sentences using signs or verbal words but does not 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><b>LLD 2.5</b> 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>
<b>ELA 3 yr.1.4</b> With prompting and support, describe attributes of familiar people, places, things, and events.	<p><b>LLD 2 Communication</b></p> <p><b>LLD2.3</b> 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.</p> <p><b>LLD 2.4</b> 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>
<b>ELA 4 yr.1.4</b> Describe attributes of familiar people, places, things, and events.	<p><b>LLD 2 Communication</b></p> <p><b>LLD2.4</b> Speaks in sentences using signs or verbal words but does not 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><b>LLD 2.5</b> 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>
<b>ELA 3 yr.1.5</b> With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	<p><b>LLD 2 Communication</b></p> <p><b>LLD2.4</b> Speaks in sentences using signs or verbal words but does not 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>

<b>ELA 4 yr.1.5</b> Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	<b>LLD 2 Communication</b> <b>LLD2.5</b> Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages) to express self. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
<b>ELA 3 yr.1.6</b> With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	<b>MR6 Classification</b> <b>MR6.3</b> Sort objects by one feature, such as size or color. Groups objects by common characteristics.
<b>ELA 4 yr.1.6</b> Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.	<b>MR6 Classification</b> <b>MR6.4</b> After sorting objects by one feature, sorts again by a different feature.
<b>ELA 3 yr.1.7</b> With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).	<b>LLD 2 Communication</b> <b>LLD2.6</b> 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.
<b>ELA 4 yr.1.7</b> Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).	<b>LLD 2 Communication</b> <b>LLD2.6</b> 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.
<b>ELA 3 yr.1.8</b> With prompting and support, engage in conversations with peers and adults.	<b>LLD 2 Communication</b> <b>LLD2.3</b> Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.
<b>ELA 4 yr.1.8</b> Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.	<b>LLD 2 Communication</b> <b>LLD2.4</b> 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.



<b>ELA 3 yr.1.9</b> With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	<b>LLD 2 Communication</b> <b>LLD2.4</b> 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.
<b>ELA 4 yr.1.9</b> Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).	<b>LLD 2 Communication</b> <b>LLD2.5</b> Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
<b>ELA 3 yr.1.10</b> Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").	<b>LLD 2 Communication</b> <b>LLD2.3</b> Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
<b>ELA 4 yr.1.10</b> Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").	<b>LLD 1 Listening</b> <b>LLD1.4</b> 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>LLD 1.5</b> 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.
Reading	
Concepts of Print	
<b>ELA 3 yr.2.1</b> With prompting and support, correctly hold a book.	<b>LLD 5 Concepts of Print</b> <b>LLD5.1</b> Recognizes if pictures are right-side up. Turns pages from front to back of book. <b>LLD 5.2</b> Recognizes if pictures are right-side up. Turns pages from front to back of book.
<b>ELA 4 yr.2.1</b> Correctly hold a book.	<b>LLD 5 Concepts of Print</b> <b>LLD5.3</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

<p><b>ELA 3 yr.2.2</b> With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/ photographs relate to the text.</p>	<p><b>LLD 6 Reading Comprehension</b>  <b>LLD 6.2</b> Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing  <b>LLD 6.3</b> Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p><b>ELA 4 yr.2.2</b> Discuss that print conveys meaning and how the illustrations/ photographs relate to the text</p>	<p><b>LLD 6 Reading Comprehension</b>  <b>LLD 6.3</b> Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. Recalls the name of the main character.  <b>LLD 6.4</b> 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><b>ELA 3 yr.2.3</b> With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</p>	<p><b>LLD 5 Concepts of Print</b>  <b>LLD 5.3</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.  <b>LLD 5.4</b> Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p><b>ELA 4 yr.2.3</b> Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</p>	<p><b>LLD 5 Concepts of Print</b>  <b>LLD 5.4</b> Identifies letters, words, spaces and some punctuation. Follows the direction of text.  <b>LLD 5.5</b> Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p><b>ELA 3 yr.2.4</b> With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.</p>	<p><b>LLD 5 Concepts of Print</b>  <b>LLD 5.2</b> Recognizes if pictures are right-side up. Turns pages from front to back of book.  <b>LLD 5.3</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.  <b>LLD 5.4</b> Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p><b>ELA 4 yr.2.4</b> With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.</p>	<p><b>LLD 5 Concepts of Print</b>  <b>LLD 5.3</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page  <b>LLD 5.4</b> Identifies letters, words, spaces and some punctuation. Follows the direction of text.  <b>LLD 5.5</b> Touches a written word on the page for each spoken word (but not</p>

	necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.
<b>ELA 3 yr.2.5</b> Explore the difference between pictures and words.	<b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.3</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
<b>ELA 4 yr.2.5</b> Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	<b>LLD 5 Concepts of Print</b> <b>LLD 5.5</b> 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.
<b>ELA 4 yr.2.6</b> With prompting and support, begin to recognize that letters are grouped to form words.	<b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.4</b> Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
<b>ELA 4 yr.2.7</b> With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	<b>LLD 5 Concepts of Print</b> <b>LLD 5.6</b> Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
Phonological Awareness	
<b>ELA 3 yr.2.8</b> With prompting and support, explore sounds (phonemes) in spoken language.	<b>LLD 3 Phonological Awareness</b> <b>LLD 3.3</b> Shows awareness of separate words in spoken language. Plays with language and sounds.
<b>ELA 4 yr.2.8</b> Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	<b>LLD 3 Phonological Awareness</b> <b>LLD 3.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word. <b>LLD 3.5</b> Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word. <b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.4</b> Identifies words that have a similar beginning sound.
<b>ELA 3 yr.2.9</b> With prompting and support, explore rhyming words in familiar songs/books.	<b>LLD 3 Phonological Awareness</b> <b>LLD 3.3</b> Shows awareness of separate words in spoken language. Plays with language and sounds.

	<p><b>LLD 3.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.5</b> Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word.</p>
<p><b>ELA 4 yr.2.9</b> Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).</p>	<p><b>LLD 3 Phonological Awareness</b></p> <p><b>LLD 3.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.5</b> Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.6</b> Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p><b>ELA 3 yr.2.10</b> With prompting and support, explore syllables in simple words (for example, clap children's names).</p>	<p><b>LLD 3 Phonological Awareness</b></p> <p><b>LLD 3.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.5</b> Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.6</b> Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p><b>ELA 4 yr.2.10</b> With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).</p>	<p><b>LLD 3 Phonological Awareness</b></p> <p><b>LLD 3.6</b> Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p><b>ELA 4 yr.2.11</b> With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).</p>	<p><b>LLD 3 Phonological Awareness</b></p> <p><b>LLD 3.5</b> Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word.</p> <p><b>LLD 3.6</b> Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p><b>LLD 3.7</b> Identifies and isolates individual sounds heard in one-syllable words.</p>

<b>ELA 3 yr.2.12</b> With prompting and support, begin to identify the initial sounds of words	<b>LD 3 Phonological Awareness</b> <b>LLD 3.4</b> Identifies words that have a similar beginning sound.
<b>ELA 4 yr.2.12</b> Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	<b>LLD 3 Phonological Awareness</b> <b>LLD 3.5</b> Identifies the beginning and ending sounds of words.
Word Recognition	
<b>ELA 3 yr.2.13</b> With prompting and support, explore that words are made up of letters and sounds.	<b>LLD 3 Phonological Awareness</b> LLD 3.3 Shows awareness of separate words in spoken language. Plays with language and sounds. <b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.3</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
<b>ELA 4 yr.2.13</b> With prompting and support, recognize that written words are made up of letters and sounds.	<b>LLD 3 Phonological Awareness</b> <b>LLD 3.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word. <b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.4</b> Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. <b>LLD 4.5</b> 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.
<b>ELA 3 yr.2.14</b> With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	<b>LLD 4 Phonological Awareness</b> <b>LLD 4.4</b> Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word. <b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.4</b> Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. <b>LLD 4.5</b> 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.
<b>ELA 4 yr.2.14</b> Identify the names and sounds of some upper-	<b>LLD 4 Alphabetic Knowledge</b>

and lowercase letters of the alphabet, including those in their own name.	<p><b>LLD 4.5</b> 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><b>LLD 4.6</b> Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
<b>ELA 3 yr.2.15</b> Recognize their own name in print.	<p><b>LLD 4 Alphabetic Knowledge</b></p> <p><b>LLD 4.4</b> Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
<b>ELA 4 yr.2.15</b> Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).	<p><b>LLD 4 Alphabetic Knowledge</b></p> <p><b>LLD 4.5</b> Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p><b>LLD 4.6</b> Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
Recall Information	
<b>ELA 4 yr.2.16</b> With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).	<p><b>MR 5 Patterns</b></p> <p><b>MR 5.5</b> Creates and extends three- and four-step patterns and plays complex memory games.</p> <p><b>MR 6 Classification</b></p> <p><b>MR 6.2</b> When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p>
Comprehension	
<b>ELA 3 yr.2.17</b> With prompting and support, listen attentively to simple texts.	<p><b>SED 3 Attention &amp; Persistence</b></p> <p><b>SED 3.5</b> Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p><b>LLD 6.4</b> 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>
<b>ELA 4 yr.2.17</b> With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.	<p><b>SED 3 Attention &amp; Persistence</b></p> <p><b>SED 3.5</b> Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p>

	<p><b>LLD 6 Reading Comprehension</b>  <b>LLD 6.4</b> 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><b>ELA 3 yr.2.18</b> With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.</p>	<p><b>LLD 6 Reading Comprehension</b>  <b>LLD 6.2</b> Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.  <b>LLD 6.3</b> Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p><b>ELA 4 yr.2.18</b> With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.</p>	<p><b>LLD 6 Reading Comprehension</b>  <b>LLD 6.3</b> Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.  <b>LLD 6.4</b> 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>
Writing	
<p><b>ELA 3 yr.3.1</b> With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper).</p>	<p><b>LLD 7 Writing</b>  <b>LLD 7.3</b> Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.  <b>LLD 7.4</b> Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p><b>ELA 4 yr.3.1</b> Represent ideas visually (for example, scribble with letter-like formations, simple drawings).</p>	<p><b>LLD 7 Writing</b>  <b>LLD 7.4</b> Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p><b>ELA 4 yr.3.2</b> Represent spoken words with written language using letter-like marks and scribbles.</p>	<p><b>LLD 7 Writing</b>  <b>LLD 7.4</b> 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>LLD 4.5</b> Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<b>ELA 4 yr.3.3</b> Print some letters of the alphabet, including those in their own name.	<b>LLD 7 Writing</b> <b>LLD 7.6</b> 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>LLD 7.7</b> Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.
<b>Fine Arts</b>	
Drama	
<b>FA 3 yr.1.1</b> With prompting and support, express ideas, information, and feelings through dramatic play.	<b>CA 4 Drama</b> <b>CA 4.2</b> Mimics observed behaviors and words. Mimics the use of familiar objects. <b>CA 4.3</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
<b>FA 4 yr.1.1</b> Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	<b>CA 4 Drama</b> <b>CA 4.3</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
<b>FA 3 yr.1.2</b> With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.	<b>CA 4 Drama</b> <b>CA 4.3</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
<b>FA 4 yr.1.2</b> Use dialogue, actions, and objects to tell a story	<b>CA 4 Drama</b> <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. <b>CA 4.5</b> 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>FA 3 yr.1.3</b> Imitate real-life or pretend roles in play.	<b>CA 4 Drama</b> <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.



<p><b>FA 4 yr.1.3</b> Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.</p>	<p><b>CA 4 Drama</b>  <b>CA 4.5</b> 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>CA 4.6</b> With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
<p><b>FA 3 yr.1.4</b> With prompting and support, begin to work independently and cooperatively in dramatic play.</p>	<p><b>CA 4 Drama</b>  <b>CA 4.3</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>FA 4 yr.1.4</b> With prompting and support, work independently and cooperatively in dramatic play.</p>	<p><b>CA 4 Drama</b>  <b>CA 4.4</b> Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.  <b>CA 4.5</b> 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>FA 3 yr.1.5</b> With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.4</b> 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.  <b>CA 4 Drama</b>  <b>CA 4.2</b> Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p><b>FA 4 yr.1.5</b> With prompting and support, attend to and show appreciation for the dramatization of others.</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.4</b> 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.  <b>CA 4 Drama</b>  <b>CA 4.2</b> Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p><b>FA 3 yr.1.6</b> With prompting and support, participate in a scene or play with a beginning and end.</p>	<p><b>CA 4 Drama</b>  <b>CA 4.5</b> Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

<b>FA 4 yr.1.6</b> With prompting and support, act out a story with a beginning, middle, and an end.	<b>CA 4 Drama</b> <b>CA 4.5</b> 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>CA 4.6</b> With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
Dance	
<b>FA 3 yr.2.1</b> Move in rhythm with the music.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.2</b> Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. <b>CA 2.3</b> Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
<b>FA 4 yr.2.1</b> Move to different patterns of beat and rhythm in music	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.4</b> 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.
<b>FA 3 yr.2.2</b> Move the body to express feelings and ideas.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.1</b> Moves body in a variety of ways. Uses body language to express feelings. <b>CA 2.2</b> Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
<b>FA 4 yr.2.2</b> Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.4</b> 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. <b>CA 2.5</b> Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
<b>FA 3 yr.2.3</b> Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.2</b> Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. <b>CA 2.4</b> 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.

<b>FA 4 yr.2.3</b> With prompting and support, start, stop, and respond to musical cues.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.4</b> 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.
<b>FA 3 yr.2.4</b> Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.4</b> 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.
<b>FA 4 yr.2.4</b> With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.4</b> 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. <b>CA 2.5</b> Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
<b>FA 3 yr.2.5</b> With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.3</b> Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
<b>FA 4 yr.2.5</b> With prompting and support, dance for and with others while respecting space and maintaining body control.	<b>CA 2 Dance &amp; Movement</b> <b>CA 2.3</b> Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. <b>CA 2.4</b> 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. <b>PD 1 Gross Motor</b> <b>PD 1.6</b> Changes direction and speed of movement.
Music	
<b>FA 3 yr.3.1</b> With prompting and support, participate in listening to and singing simple songs and fingerplays.	<b>CA 1 Music</b> <b>CA 1.2</b> Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
<b>FA 4 yr.3.1</b> Participate in musical activities by listening to, singing, and creating music.	<b>CA 1 Music</b> <b>CA 1.3</b> Claps to beat (not always consistently). Understands difference of

	<p>singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 1.4</b> Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<b>FA 3 yr.3.2</b> Explore and experiment with musical instruments.	<p><b>CA 1 Music</b></p> <p><b>CA 1.3</b> 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 1.4</b> Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<b>FA 4 yr.3.2</b> Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).	<p><b>CA 1 Music</b></p> <p><b>CA 1.5</b> Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<b>FA 3 yr.3.3</b> Show awareness and appreciation of different kinds of music.	<p><b>CA 1 Music</b></p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
<b>FA 4 yr.3.3</b> Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.	<p><b>CA 1 Music</b></p> <p><b>CA 1.4</b> 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 1.5</b> Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<b>FA 3 yr.3.4</b> With prompting and support, express thoughts, feelings, and energy through music.	<p><b>CA 1 Music</b></p> <p><b>CA 1.3</b> 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 1.5</b> Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<b>FA 4 yr.3.4</b> Express thoughts, feelings, and energy through	<b>CA 1 Music</b>

music.	<b>CA 1.5</b> 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>FA 3 yr.3.5</b> With prompting and support, begin to explore folk songs and singing games from various cultures.	<b>SS 1 Culture &amp; Community</b> <b>SS 1.1</b> With help, participates in family traditions and customs <b>SS 1.3</b> Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. <b>CA 1 Music</b> <b>CA 1.3</b> 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>FA 4 yr.3.5</b> With prompting and support, begin to sing songs from various cultures.	<b>SS 1 Culture &amp; Community</b> <b>SS 1.3</b> Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. <b>CA 1 Music</b> <b>CA 1.5</b> 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>FA 3 yr.3.6</b> With prompting and support, begin to identify favorite songs	<b>CA 1 Music</b> <b>CA 1.3</b> 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>FA 4 yr.3.6</b> With prompting and support, share a favorite song.	<b>CA 1 Music</b> <b>CA 1.3</b> 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>CA 1.4</b> 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.
Visual Arts	
<b>FA 3 yr.4.1</b> Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay,	<b>CA 3 Visual Arts</b> <b>CA 3.3</b> Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.

leaves, cardboard, etc.).	
<b>FA 4 yr.4.1</b> Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	<b>CA 3 Visual Arts</b> <b>CA 3.5</b> Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
<b>FA 3 yr.4.2</b> Recognize basic colors (for example, red, yellow, blue, orange, purple and green).	<b>SCI 3 Physical Science</b> <b>SCI 3.3</b> Begins to name colors.
<b>FA 4 yr.4.2</b> Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).	<b>SCI 3 Physical Science</b> <b>SCI 3.3</b> Begins to name colors. <b>SCI 3.4</b> Describes basic physical properties of objects including textures and colors.
<b>FA 3 yr.4.3</b> With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.	<b>SCI 3 Physical Science</b> <b>SCI 3.3</b> Begins to name colors. <b>SCI 3.4</b> Describes basic physical properties of objects including textures and colors.
<b>FA 4 yr.4.3</b> Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	<b>SCI 3 Physical Science</b> <b>SCI 3.4</b> Describes basic physical properties of objects including textures and colors.
<b>FA 3 yr.4.4</b> With prompting and support, talk with peers and/or adults about the art they created.	<b>LLD 2 Communication</b> <b>LLD 2.3</b> 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. <b>CA 3 Visual Arts</b> <b>CA 3.6</b> Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
<b>FA 4 yr.4.4</b> Talk with peers and/or adults about their art and their creative process.	<b>LLD 2 Communication</b> <b>LLD 2.3</b> 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. <b>CA 3 Visual Arts</b> <b>CA 3.6</b> Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.

<b>FA 3 yr.4.5</b> With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc.	<b>CA 3 Visual Arts</b> <b>CA 3.3</b> Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. <b>CA 3.4</b> Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
<b>FA 4 yr.4.5</b> With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.	<b>SED 1 Self-Awareness</b> <b>SED 1.4</b> When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities. <b>CA 3 Visual Arts</b> <b>CA 3.5</b> Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. <b>CA 3.6</b> Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
<b>Health Education</b>	
Human Development	
<b>HE 3 yr.1.1</b> Participate in and develop personal hygiene and care.	<b>PD 4 Personal Care</b> <b>PD 4.2</b> 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>PD 4.3</b> With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
<b>HE 4 yr.1.1</b> Show independence in personal hygiene and care.	<b>PD 4 Personal Care</b> <b>PD 4.3</b> With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. <b>PD 4.4</b> 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>HE 3 yr.1.2</b> Develop an awareness between appropriate and inappropriate touch.	<b>PD 3 Safety</b> <b>PD 3.7</b> Identifies emergency situations and how to behave accordingly. Describes how to get help.
<b>HE 4 yr.1.2</b> With prompting and support, distinguish between	<b>PD 3 Safety</b>

appropriate and inappropriate touch.	<b>PD 3.7</b> Identifies emergency situations and how to behave accordingly. Describes how to get help.
Health Foundations and Protective Factors of a Healthy Self	
<b>HE 3 yr.2.1</b> With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe	<b>SED 4 Social Relationships</b> <b>SED 4.4</b> 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. <b>PD 3 Safety</b> <b>PD 3.7</b> Identifies emergency situations and how to behave accordingly. Describes how to get help.
<b>HE 4 yr.2.1</b> With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	<b>SED 4 Social Relationships</b> <b>SED 4.4</b> 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. <b>PD 3 Safety</b> <b>PD 3.7</b> Identifies emergency situations and how to behave accordingly. Describes how to get help.
<b>HE 3 yr.2.2</b> Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.	<b>SED 4 Social Relationships</b> <b>SED 4.3</b> 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.
<b>HE 4 yr.2.2</b> Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.	<b>SED 4 Social Relationships</b> <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.
<b>HE 3 yr.2.3</b> With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	<b>SED 4 Social Relationships</b> <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self. <b>PD 4 Personal Care</b> <b>PD 4.5</b> 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><b>HE 4 yr.2.3</b> With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.  <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.</p>
<p><b>HE 3 yr.2.4</b> With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.  <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>
<p><b>HE 4 yr.2.4</b> With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.  <b>SED 4.6</b> Identifies complex feelings of others and responds accordingly. Describes friendships and meaningful relationships. Suggests solutions to group problems.</p>
<p>Mental and Emotional Health</p>	
<p><b>HE 3 yr.3.1</b> With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p><b>SED 2 Self-Regulation</b>  <b>SED 2.2</b> 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.  <b>SED 2.3</b> 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>HE 4 yr.3.1</b> Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p><b>SED 2 Self-Regulation</b>  <b>SED 2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.  <b>SED 2.5</b> Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>

	<b>SED 4 Social Relationships</b> <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.
<b>HE 3 yr.3.2</b> With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>HE 4 yr.3.2</b> With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<b>SED 2 Self-Regulation</b> <b>SED.2.5</b> 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.
<b>HE 3 yr.3.3</b> With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>HE 4 yr.3.3</b> With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	<b>SED 2 Self-Regulation</b> <b>SED.2.5</b> 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. <b>SED 2.6</b> Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
Nutrition	
<b>HE 3 yr.4.1</b> Begin to identify the difference between healthy and less healthy food choices.	<b>PD 5 Nutrition</b> <b>PD.5.5</b> Identifies food groups and sorts food. Chooses between two appropriate food options.
<b>HE 4 yr.4.1</b> Identify a variety of healthy foods.	<b>PD 5 Nutrition</b> <b>PD.5.6</b> Identifies food that is nutritious. Helps to prepare food for others.
<b>HE 3 yr.4.2</b> Begin to identify why eating healthy food is important.	<b>PD 5 Nutrition</b> <b>PD.5.5</b> Identifies food groups and sorts food. Chooses between two

	appropriate food options.
<b>HE 4 yr.4.2</b> Identify why eating healthy food is important and begin to categorize into food groups.	<b>PD 5 Nutrition</b> <b>PD.5.5</b> Identifies food groups and sorts food. Chooses between two appropriate food options. <b>PD 5.6</b> Identifies food that is nutritious. Helps to prepare food for others.
<b>HE 3 yr.4.3</b> With prompting and support, try new foods from a variety of food groups.	<b>PD 5 Nutrition</b> <b>PD.5.5</b> Identifies food groups and sorts food. Chooses between two appropriate food options.
<b>HE 4 yr.4.3</b> With prompting and support, try new foods from a variety of food groups.	<b>PD 5 Nutrition</b> <b>PD.5.5</b> Identifies food groups and sorts food. Chooses between two appropriate food options.
<b>Lifelong Learning Practices - Approaches to Learning</b>	
Self-Regulation and Executive Functioning	
<b>LLP 3 yr.1.1</b> With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>LLP 4 yr.1.1</b> With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).	<b>SED 2 Self-Regulation</b> <b>SED 2.3</b> 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. <b>SED.2.5</b> 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.
<b>LLP 3 yr.1.2</b> With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.3</b> 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.
<b>LLP 4 yr.1.2</b> With prompting and support, display increasing	<b>SED 3 Attention &amp; Persistence</b>

ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).	<b>SED.3.5</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
<b>LLP 3 yr.1.3</b> With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).	<b>SED 2 Self-Regulation</b> <b>SED 2.3</b> 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. <b>SS 4 History &amp; Sense of Time</b> <b>SS.4.4</b> Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time
<b>LLP 4 yr.1.3</b> With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).	<b>SS 4 History &amp; Sense of Time</b> <b>SS.4.4</b> Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time <b>SS 4.5</b> Uses language of time to describe familiar sequences of events.
<b>LLP 3 yr.1.4</b> With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).	<b>SED 2 Self-Regulation</b> <b>SED 2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. <b>SED 2.5</b> 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.
<b>LLP 4 yr.1.4</b> With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).	<b>SED 2 Self-Regulation</b> <b>SED 2.5</b> 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. <b>SED 2.6</b> Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
Learning Engagement (Initiative and Persistence)	
Initiative	
<b>LLP 3 yr.2.1</b> With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain	<b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.3</b> Plan a logical series of steps to accomplish a task.

play (for example, children draw or describe what they want to do during play).	
<b>LLP 4 yr.2.1</b> With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.	<b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem.
<b>LLP 3 yr.2.2</b> With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).	<b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI.1.3</b> Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
<b>LLP 4 yr.2.2</b> Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).	<b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI.1.4</b> 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.
<b>LLP 3 yr.2.3</b> With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).	<b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI.1.4</b> 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. <b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.5</b> Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
<b>LLP 4 yr.2.3</b> Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).	<b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI.1.4</b> 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. <b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.5</b> Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Persistence	

<b>LLP 3 yr.2.4</b> With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.3</b> 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.
<b>LLP 4 yr.2.4</b> Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.4</b> Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.
<b>LLP 3 yr.2.5</b> With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.3</b> 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.
<b>LLP 4 yr.2.5</b> Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.5</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Creativity and Curiosity	
<b>LLP 3 yr.3.1</b> With prompting and support, discover answers and solutions to questions to expand their knowledge and skills.	<b>SCI 3 Investigation &amp; Inquiry</b> <b>SCI.1.3</b> Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
<b>LLP 4 yr.3.1</b> Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.	<b>SCI 3 Investigation &amp; Inquiry</b> <b>SCI.1.5</b> Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
<b>LLP 3 yr.3.2</b> With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).	<b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.3</b> Plan a logical series of steps to accomplish a task. <b>MR.7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem.

<b>LLP 4 yr.3.2</b> With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).	<b>MR 7 Logic &amp; Reasoning</b> <b>MR.7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem. <b>MR 7.5</b> Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
<b>LLP 3 yr.3.3</b> With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).	<b>CA 4 Drama</b> <b>CA.4.4</b> Uses an object as a replacement for a realistic prop or real object.
<b>LLP 4 yr.3.3</b> Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).	<b>CA 4 Drama</b> <b>CA.4.5</b> Uses a combination of real and imaginary props or characters to play out a scene.
<b>LLP 3 yr.3.4</b> With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	<b>MR 7 Math &amp; Reasoning</b> <b>MR.7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem.
<b>LLP 4 yr.3.4</b> Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	<b>MR 7 Math &amp; Reasoning</b> <b>MR.7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem.
<b>Lifelong Learning Processes - Social Interaction and Development</b>	
Self-Awareness	
<b>LLP 3 yr.4.1</b> Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).	<b>SED 1 Self-Awareness</b> <b>SED.1.3</b> Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
<b>LLP 4 yr.4.1</b> Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and	<b>SED 1 Self-Awareness</b> <b>SED.1.5</b> Describes and compares preferences of self and others. <b>SED 1.6</b> Negotiates to attain personal preference in a situation.

participate in respectful discussions about similarities and differences with others.	
<b>LLP 3 yr.4.2</b> Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).	<b>SED 1 Self-Awareness</b> <b>SED.1.4</b> When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
<b>LLP 4 yr.4.2</b> Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).	<b>SED 1 Self-Awareness</b> <b>SED.1.4</b> When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
<b>LLP 3 yr.4.3</b> Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.7</b> Shows respect for others' personal space and belongings.
<b>LLP 4 yr.4.3</b> Begin to maintain personal boundaries while participating in movement or daily classroom activities.	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.7</b> Shows respect for others' personal space and belongings.
<b>LLP 3 yr.3.4</b> Communicate wants and needs with actions or words.	<b>LLD 2 Communication</b> <b>LLD.2.3</b> Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Communicates needs, desires and ideas. Asks and responds to questions.
<b>LLP 4 yr.4.4</b> Communicate wants and needs including thoughts and feelings with actions or words.	<b>LLD 2 Communication</b> <b>LLD.2.3</b> Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Communicates needs, desires and ideas. Asks and responds to questions. <b>LLD 2.4</b> 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.
<b>LLP 3 yr.4.5</b> Begin to contribute and take pride in the classroom	<b>SS 1 Culture &amp; Community</b> <b>SS.1.4</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.
<b>LLP 4 yr.4.5</b> Begin to contribute and take pride in the classroom	<b>SS 1 Culture &amp; Community</b>



community (for example, volunteer to help others). community (for example, participate in classroom jobs).	<b>SS.1.4</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. <b>SS.1.5</b> Identifies roles and responsibilities of self and others to contribute to the community.
Emotions	
<b>LLP 3 yr.5.1</b> In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).	<b>SED 2 Self-Regulation</b> <b>SED.2.3</b> Experiments and role-plays with a range of emotions. Recognizes when the routine changes and transitions as prompted when informed earlier.
<b>LLP 4 yr.5.1</b> Separate and reunite with parents or caregivers without stress.	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>LLP 3 yr.5.2</b> Recognize that different feelings are experienced throughout the day.	<b>SED 2 Self-Regulation</b> <b>SED.2.3</b> 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.
<b>LLP 4 yr.5.2</b> Recognize that feelings can change and different feelings are experienced throughout the day	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>HE 3 yr.3.1</b> With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	<b>SED 2 Self-Regulation</b> <b>SED.2.5</b> 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.
<b>HE 4 yr.3.1</b> Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	<b>SED 2 Self-Regulation</b> <b>SED 2.5</b> 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. <b>SED 2.6</b> Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.

<b>HE 3 yr.3.2</b> With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<b>HE 4 yr.3.2</b> With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<b>SED 2 Self-Regulation</b> <b>SED.2.5</b> 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.
<b>HE 3 yr.3.3</b> With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	<b>SED 2 Self-Regulation</b> <b>SED.2.3</b> 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.
<b>HE 4 yr.3.3</b> With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	<b>SED 2 Self-Regulation</b> <b>SED.2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. <b>SED 2.5</b> 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.
Relationships	
Communication	
<b>LLP 3 yr.6.1</b> With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	<b>SED 4 Social Relationships</b> <b>SED 4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked. <b>LLD 1 Listening</b> <b>LLD.1.3</b> Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
<b>LLP 4 yr.6.1</b> With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	<b>SED 4 Social Relationships</b>

	<p><b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p> <p><b>LLD 1 Listening</b></p> <p><b>LLD.1.4</b> Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p><b>LLP 3 yr.6.2</b> With prompting and support, begin to participate in back and forth conversation with peers or adults.</p>	<p><b>LLD 2 Communication</b></p> <p><b>LLD.2.4</b> Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>SED 4 Social Relationships</b></p> <p><b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>
<p><b>LLP 4 yr.6.2</b> With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</p>	<p><b>LLD 2 Communication</b></p> <p><b>LLD.2.5</b> 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>HE 3 yr.2.2</b> Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.</p>	<p><b>SED 4 Social Relationships</b></p> <p><b>SED.4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p><b>HE 4 yr.2.2</b> Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.</p>	<p><b>SED 4 Social Relationships</b></p> <p><b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>
Social Engagement	
<p><b>LLP 3 yr.6.3</b> With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).</p>	<p><b>SED 4 Social Relationships</b></p> <p><b>SED.4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays</p>

	side-by-side with a new or familiar person. Participates in an activity when asked.
<b>LLP 4 yr.6.3</b> Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).	<b>SED 4 Social Relationships</b> <b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self. <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.
<b>LLP 3 yr.6.4</b> With prompting and support, show awareness of and respect others' personal space.	<b>CA 2 Dance &amp; Movement</b> <b>CA.2.3</b> Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. <b>SED 3 Attention &amp; Persistence</b> <b>SED.3.7</b> Shows respect for others' personal space and belongings.
<b>LLP 4 yr.6.4</b> Maintain awareness of and respect others' personal space	<b>SED 3 Attention &amp; Persistence</b> <b>SED.3.7</b> Shows respect for others' personal space and belongings
<b>LLP 3 yr.6.5</b> With prompting and support, begin to play with others while maintaining self-control.	<b>SED 4 Social Relationships</b> <b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.
<b>LLP 4 yr.6.5</b> Begin to maintain self-control during play with others	<b>SED 2 Self-Regulation</b> <b>SED 2.4</b> Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. <b>SED 4 Social Relationships</b> <b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.
<b>HE 3 yr.2.3</b> With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	<b>SED 4 Social Relationships</b> <b>SED.4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.

<p><b>HE 4 yr.2.3</b> With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p><b>SED 4 Social Relationships</b>  <b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.  <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.</p>
<p><b>HE 3 yr.2.4</b> With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p><b>SED 4 Social Relationships</b>  <b>SED.4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p><b>HE 4 yr.2.4</b> With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p><b>SED 4 Social Relationships</b>  <b>SED.4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.  <b>SED 4.5</b> Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.</p>
<p>Conflict Resolution/Problem Solving</p>	
<p><b>LLP 3 yr.6.6</b> Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<p><b>MR 7 Logic &amp; Reasoning</b>  <b>MR.7.3</b> Asks why. Begins to understand how things are connected. Plan a logical series of steps to accomplish a task.</p>
<p><b>LLP 4 yr.6.6</b> Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<p><b>MR 7 Logic &amp; Reasoning</b>  <b>MR 7.3</b> Asks why. Begins to understand how things are connected. Plan a logical series of steps to accomplish a task.  <b>MR 7.4</b> Plans steps to accomplish task and then tries out many possible solutions to a problem.  <b>MR 7.5</b> Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p><b>Mathematics</b></p>	

Counting and Cardinality	
<b>Math 3 yr.1.1</b> Count to ten by ones.	<b>MR 1 Number Sense</b> <b>MR1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<b>Math 3 yr.1.2</b> Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).	<b>MR 1 Number Sense</b> <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<b>Math 3 yr.1.3</b> Begin to recognize the difference between letters and numbers.	<b>LLD 4 Alphabetic Knowledge</b> <b>LLD 4.3</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
<b>Math 3 yr.1.4</b> Begin to name written numerals 0–5.	<b>MR 1 Number Sense</b> <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<b>Math 3 yr.1.5</b> Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.	<b>MR 1 Number Sense</b> <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<b>Math 3 yr.1.6</b> Begin to point to and count up to five objects.	<b>MR 1 Number Sense</b> <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<b>Math 3 yr.1.7</b> Begin to respond to the question “How many?”.	<b>MR 1 Number Sense</b> <b>MR 1.4</b> 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.
Operations and Algebraic Thinking	

<p><b>Math 4 yr.2.1</b> Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.5</b> Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>Math 4 yr.2.2</b> With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.5</b> Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>Math 4 yr.2.3</b> Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.5</b> Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>Math 4 yr.2.4</b> Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.5</b> Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>Math 3 yr.2.5</b> Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).</p>	<p><b>MR 5 Patterns</b>  <b>MR 5.4</b> Creates and extends two-step patterns.</p>
<p><b>Math 4 yr.2.5</b> Duplicate, extend, and create simple patterns (for example, ababab).</p>	<p><b>MR 5 Patterns</b>  <b>MR 5.4</b> Creates and extends two-step patterns.  <b>MR 5.5</b> Creates and extends three- and four-step patterns and plays complex memory games.</p>
Measurement and Data	
<p><b>Math 3 yr.3.1</b> Identify and describe measurable attributes (for example, big, small, tall, short).</p>	<p><b>MR 4 Measurement</b>  <b>MR 4.3</b> Determines which object is bigger (heavier, longer) when given two objects.  <b>MR 4.4</b> Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>

<p><b>Math 4 yr.3.1</b> Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).</p>	<p><b>MR 4 Measurement</b>  <b>MR 4.4</b> Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.  <b>MR 4.5</b> Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p><b>Math 4 yr.3.2</b> Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).</p>	<p><b>MR 4 Measurement</b>  <b>MR 4.3</b> Determines which object is bigger (heavier, longer) when given two objects.</p>
<p><b>Math 3 yr.3.3</b> Sort objects into given categories including color, size, shape, etc.</p>	<p><b>MR 6 Classification</b>  <b>MR 6.3</b> Sort objects by one feature, such as size or color. Groups objects by common characteristics.  <b>MR 6.4</b> After sorting objects by one feature, sorts again by a different feature.</p>
<p><b>Math 4 yr.3.3</b> Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.</p>	<p><b>MR 6 Classification</b>  <b>MR 6.3</b> Sort objects by one feature, such as size or color. Groups objects by common characteristics.  <b>MR 6.4</b> After sorting objects by one feature, sorts again by a different feature</p>
<p><b>Math 3 yr.3.4</b> With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.  <b>MR 6 Classification</b>  <b>MR 6.3</b>Sort objects by one feature, such as size or color. Groups objects by common characteristics.  <b>MR 6.4</b>After sorting objects by one feature, sorts again by a different feature.</p>
<p><b>Math 4 yr.3.4</b> Compare the number of objects in each category to identify which groups contain more or less, or are the same.</p>	<p><b>MR 1 Number Sense</b>  <b>MR 1.4</b> Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.  <b>MR 6 Classification</b>  <b>MR 6.3</b>Sort objects by one feature, such as size or color. Groups objects by common characteristics.  <b>MR 6.4</b>After sorting objects by one feature, sorts again by a different feature.</p>
<p>Geometry</p>	



<b>Math 3 yr.4.1</b> Match, point to, and begin to identify basic shapes by name.	<b>MR 3 Shapes</b> <b>MR 3.3</b> Identifies a few basic shapes. <b>MR 3.4</b> Identifies four to six basic geometric shapes.
<b>Math 4 yr.4.1</b> Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>MR 3.5</b> Describes basic and complex two- and three-dimensional shapes using own words.
<b>Math 4 yr.4.2</b> Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	<b>MR 2 Spatial Awareness</b> <b>MR 2.4</b> 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. <b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes.
<b>Math 4 yr.4.3</b> Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	<b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>MR 3.5</b> Describes basic and complex two- and three-dimensional shapes using own words.
<b>Math 3 yr.4.4</b> With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).	<b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>MR 3.5</b> Describes basic and complex two- and three-dimensional shapes using own words.
<b>Math 4 yr.4.4</b> Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc	<b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>MR 3.5</b> Describes basic and complex two- and three-dimensional shapes using own words.
<b>Math 3 yr.4.5</b> Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	<b>MR 3 Shapes</b> <b>MR 3.3</b> Identifies a few basic shapes. <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>CA 3 Visual Arts</b> <b>CA 3.3</b> Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.

<b>Math 4 yr.4.5</b> Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	<b>MR 3 Shapes</b> <b>MR 3.4</b> Identifies four to six basic geometric shapes. <b>CA 3 Visual Arts</b> <b>CA 3.3</b> Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
<b>Math 3 yr.4.6</b> Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).	<b>MR 2 Spatial Awareness</b> <b>MR 2.6</b> 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.
<b>Math 4 yr.4.6</b> Explore combining basic shapes to create new shapes (for exam, two triangles make a rhombus).	<b>MR 2 Spatial Awareness</b> <b>MR 2.6</b> 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.
<b>Physical Education</b>	
Motor Skills and Movement	
Gross Motor	
<b>PE 3 yr.1.1</b> Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	<b>PD 1 Gross Motor</b> <b>PD 1.3</b> Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. <b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
<b>PE 4 yr.1.1</b> Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	<b>PD 1 Gross Motor</b> <b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. <b>PD 1.5</b> Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
<b>PE 3 yr.1.2</b> Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	<b>PD 1 Gross Motor</b> <b>PD 1.3</b> Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

	<p><b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>PE 4 yr.1.2</b> Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).</p>	<p><b>PD 1 Gross Motor</b>  <b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.  <b>PD 1.5</b> Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p><b>PE 3 yr.1.3</b> Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p>	<p><b>PD 1 Gross Motor</b>  <b>PD 1.3</b> Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  <b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>PE 4 yr.1.3</b> Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p>	<p><b>PD 1 Gross Motor</b>  <b>PD 1.4</b> Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.  <b>PD 1.5</b> Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
Fine Motor	
<p><b>PE 3 yr.1.4</b> Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.</p>	<p><b>PD 2 Fine Motor</b>  <b>PD 2.3</b> Opens, closes, twists and pulls objects with one or both hands.  <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p><b>PE 4 yr.1.4</b> Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).</p>	<p><b>PD 2 Fine Motor</b>  <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.  <b>PD 2.5</b> Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<p><b>PE 3 yr.1.5</b> With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).</p>	<p><b>PD 2 Fine Motor</b>  <b>PD 2.3</b> Opens, closes, twists and pulls objects with one or both hands.  <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>

<b>PE 4 yr.1.5</b> Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	<b>PD 2 Fine Motor</b> <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. <b>LLD 7 Writing</b> <b>LLD 7.5</b> Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
<b>PE 4 yr.1.6</b> Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).	<b>PD 1 Gross Motor</b> <b>PD 1.7</b> Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary. <b>PD 2 Fine Motor</b> <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. <b>PD 2.5</b> Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
<b>PE 4 yr.1.7</b> Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.	<b>PD 2 Fine Motor</b> <b>PD 2.3</b> Opens, closes, twists and pulls objects with one or both hands. <b>PD 2.4</b> Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. <b>PD 2.5</b> Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
Efficient Movement and Performance	
<b>PE 3 yr.2.1</b> Begin to demonstrate awareness that personal boundaries exist.	<b>SED 3 Attention &amp; Persistence</b> <b>SED 3.7</b> Shows respect for others' personal space and belongings.
<b>PE 4 yr.2.1</b> Begin to maintain personal boundaries while participating in movement activities.	<b>SED 3 Attention &amp; Persistence</b> <b>SED 3.7</b> Shows respect for others' personal space and belongings.
Physical Activity As A Tool For Wellness	
<b>PE 3 yr.3.1</b> Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	<b>PD 4 Personal Care</b> <b>PD 4.3</b> With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.

	<b>PD 4.4</b> 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>PE 4 yr.3.1</b> Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	<b>PD 4 Personal Care</b> <b>PD 4.4</b> 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>PD 4.6</b> 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>Science</b>	
Weather	
<b>Standard 3 yr.1.1</b> Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	<b>SCI 2 Natural &amp; Earth Science</b> <b>SCI 2.3</b> Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. <b>SCI 2.4</b> 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.
<b>Standard 4 yr.1.2</b> Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	<b>SCI 2 Natural &amp; Earth Science</b> <b>SCI 2.4</b> 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.
Light	
<b>Standard 3–4 yr.2.1</b> Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	<b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI 1.3</b> Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

<p><b>Standard 3–4 yr.2.2</b> Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.</p>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  <b>SCI 1.4</b> Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p><b>Standard 3– 4yr.2.3</b> Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.</p>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  <b>SCI 1.5</b> Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.  <b>SCI 2 Natural &amp; Earth Science</b>  <b>SCI 2.4</b> 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.  <b>SCI 2.5</b> 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>Living Things</p>	
<p><b>Standard 3-4 yr.3.1</b> Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.</p>	<p><b>SCI 2 Natural &amp; Earth Science</b>  <b>SCI 2.3</b> Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.  <b>SCI 2.4</b> Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p>
<p><b>Standard 3–4 yr.3.2</b> Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.</p>	<p><b>SCI 2 Natural &amp; Earth Science</b>  <b>SCI 2.4</b> 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.  <b>SCI 2.5</b> Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>
<p><b>Standard 3-4 yr.3.3</b> Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could</p>	<p><b>SCI 2 Natural &amp; Earth Science</b></p>

include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.	<p><b>SCI 2.5</b> Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p><b>SCI 2.6</b> 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>
Matter and Motion	
<p><b>Standard 3-4 yr.4.1</b> Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.</p>	<p><b>SCI 3 Physical Science</b></p> <p><b>SCI 3.3</b> Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p><b>SCI 3.4</b> 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>Standard 3-4 yr.4.2</b> Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.</p>	<p><b>SCI 3 Physical Science</b></p> <p><b>SCI 3.3</b> Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p><b>SCI 3.4</b> 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 7 Logic &amp; Reasoning</b></p> <p><b>MR 7.3</b> Asks why. Begins to understand how things are connected. Plan a logical series of steps to accomplish a task.</p>
Social Studies	
Culture and Diversity	
<p><b>SS 3 yr.1.1</b> With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<p><b>SS 1 Culture &amp; Community</b></p> <p><b>SS1.3</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p><b>SS 1.4</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p><b>SS 4 yr.1.1</b> Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate</p>	<p><b>SS 1 Culture &amp; Community</b></p>

communities (for example, language, family structure, traditions, disabilities).	<b>SS 1.4</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Time, Continuity, and Change	
<b>SS 3 yr.2.1</b> With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).	<b>SS 4 History &amp; Sense of Time</b> <b>SS 4.3</b> Describes events as they happen. Uses words such as first, then. <b>SS 4.4</b> Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
<b>SS 4 yr.2.1</b> Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).	<b>SS 4 History &amp; Sense of Time</b> <b>SS 4.4</b> Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. <b>SS 4.5</b> Uses language of time to describe familiar sequences of events.
People, Places, and Environments	
<b>SS 3 yr.3.1</b> Recognize people and places within the home, classroom, school, neighborhood, and community.	<b>SS 1 Culture &amp; Community</b> <b>SS 1.5</b> Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
<b>SS 4 yr.3.1</b> Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).	<b>SS 1 Culture &amp; Community</b> <b>SS 1.5</b> Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
<b>SS 3 yr.3.2</b> With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	<b>PD 3 Safety</b> <b>PD 3.3</b> Follows simple safety rules and avoids danger. <b>PD 3.4</b> Follows safety rules and seeks opportunities to help others follow rules.
<b>SS 4 yr.3.2</b> Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	<b>PD 3 Safety</b> <b>PD 3.3</b> Follows simple safety rules and avoids danger. <b>PD 3.4</b> Follows safety rules and seeks opportunities to help others follow rules.



<p><b>SS 3 yr.3.3</b> With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<p><b>SS 1 Culture &amp; Community</b>  <b>SS 1.6</b> Explains the meaning and importance of traditions and customs of other people. Compares roles, rules and responsibilities of different groups.</p>
<p><b>SS 4 yr.3.3</b> Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<p><b>SS 1 Culture &amp; Community</b>  <b>SS 1.6</b> Explains the meaning and importance of traditions and customs of other people. Compares roles, rules and responsibilities of different groups.  <b>SS 2 Civics &amp; Economics</b>  <b>SS 2.4</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
Individual Development and Identity	
<p><b>SS 3 yr.4.1</b> Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).</p>	<p><b>SED 1 Self-Awareness</b>  <b>SED 1.3</b> Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.  <b>SED 1.4</b> When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p>
<p><b>SS 4 yr.4.1</b> Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p>	<p><b>SED 1 Self-Awareness</b>  <b>SED 1.4</b> When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.  <b>SED 1.5</b> Describes and compares preferences of self and others.</p>
Individuals, Groups, and Institutions	
<p><b>SS 3 yr.5.1</b> With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.3</b> Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.  <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>

<p><b>SS 4 yr.5.1</b> Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p>	<p><b>SED 4 Social Relationships</b>  <b>SED 4.4</b> Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>
<p><b>SS 3 yr.5.2</b> With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p><b>SS 2 Civics &amp; Economics</b>  <b>SS 2.3</b> Recognizes and attends to authority figures. Expresses his choice or want and realizes he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.  <b>SS 2.4</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
<p><b>SS 4 yr.5.2</b> Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p><b>SS 2 Civics &amp; Economics</b>  <b>SS 2.4</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
Power, Authority, and Governance	
<p><b>SS 3 yr.6.1</b> With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>	<p><b>SS 2 Civics &amp; Economics</b>  <b>SS 2.3</b> Recognizes and attends to authority figures. Expresses his choice or want and realizes he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.  <b>SS 2.4</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
<p><b>SS 4 yr.6.1</b> Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>	<p><b>SS 2 Civics &amp; Economics</b>  <b>SS 2.4</b> Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.  <b>SS 2.5</b> Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade of both goods and money to receive / buy objects or services.</p>
Production, Distribution, and Consumption	

<p><b>SS 3 yr.7.1</b> With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).</p>	<p><b>PD 4 Personal Care</b>  <b>PD 4.4</b> 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>PD 4.5</b> 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 4 yr.7.1</b> Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).</p>	<p><b>PD 4 Personal Care</b>  <b>PD 4.4</b> 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>PD 4.5</b> 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 3 yr.7.2</b> Begin to recognize that people have jobs to meet needs, including for self, classroom, and community.</p>	<p><b>SS 1 Culture &amp; Community</b>  <b>SS1.3</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.  <b>SS 1.4</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.  <b>SS 1.5</b> 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 4 yr.7.2</b> With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.</p>	<p><b>SS 1 Culture &amp; Community</b>  <b>SS 1.4</b> Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.  <b>SS 1.5</b> 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>Science, Technology, and Society</p>	
<p><b>SS 3 yr.8.1</b> With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.</p>	<p><b>SCI 4 Technology</b>  <b>SCI 4.4</b> Explores simple machines and interacts with simple electronic and screen toys.</p>

	<b>SCI 4.5</b> Experiments with simple technology to solve problems or accomplish tasks.
<b>SS 4 yr.8.1</b> Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	<b>SCI 4 Technology</b> <b>SCI 4.5</b> Experiments with simple technology to solve problems or accomplish tasks. <b>SCI 4.6</b> Uses familiar tools and technology to produce a desired result or solve a specific problem.
<b>SS 3 yr.8.2</b> With prompting and support, recognize the importance of balancing media time with other activities.	<b>SCI 4 Technology</b> <b>SCI 4.4</b> Explores simple machines and interacts with simple electronic and screen toys. <b>SCI 4.5</b> Experiments with simple technology to solve problems or accomplish tasks.
<b>SS 4 yr.8.2</b> Recognize the importance of balancing media time with other activities	<b>SCI 4 Technology</b> <b>SCI 4.5</b> Experiments with simple technology to solve problems or accomplish tasks. <b>SCI 4.6</b> Uses familiar tools and technology to produce a desired result or solve a specific problem.

# Developmental Continuum of Skills

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code

Skill Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4


Benchmark 5


Benchmark 6


Benchmark 7

Benchmark 8


 Social & Emotional Development	<b>SED 1 Self-Awareness</b>	<b>SED 1a Knows self and increases confidence</b>	Responds to name, explores hands and looks in mirror.	Recognizes self in photos or in a mirror.	Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.	Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task to get quicker or improved results.	Predicts how self and others might be able to perform in a task and describes what is needed to improve.	Describes personal talents and exhibits pride of personal accomplishments.
		<b>SED 1b Expresses curiosity, preference and initiative</b>	Vocalizes or moves to express wants and needs.	Seeks out or responds to favorite or preferred toys, objects or people	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Takes initiative to pursue interests. Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Negotiates ways for self and others to both participate according to unique preferences and to attain differing wants.
	<b>SED 2 Self-Regulation</b>	<b>SED 2a Identifies emotions</b>	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Experiments and role-plays with a range of emotions.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
		<b>SED 2b Manages feelings and behavior</b>	Calms with support from caregiver.	Soothes self by seeking a familiar adult or thing.	Mimics breathing and calming strategies. Practices waiting for a turn.	Controls impulses with reminders.	Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Describes appropriate responses to different emotions.	Describes strategies to calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
		<b>SED 2c Follows routines and transitions</b>	Reacts to changes in tone of voice or expression.	Cooperates during familiar routines and familiar activities.	Recognizes a familiar activity or routine. Redirects to a new activity with help.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies with increasing consistency to adjust and calm one-self in new or stressful situations.
	<b>SED 3 Attention &amp; Persistence</b>	<b>SED 3a Attends and engages</b>	Focuses for a short time on a person, sound or thing.	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.	Practices or repeats an activity many times until successful. Expresses delight over a successful project.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least 10 minutes even if there are distractions.	Sustains focus for at least 30 minutes even if there are distractions.	Sustains focus for 45 minutes even if there are distractions.
		<b>SED 3b Shows flexibility and inventiveness</b>	Shifts attention from one person or thing to another.	Repeats actions to gain a result.	Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it.	Demonstrates flexibility and imagination while working on a task.	Imagines new ways to approach a task or discover information when obstacles are present.	Plans steps to pursue an idea and implements it with help.	Plans steps to pursue an idea and implements it independently.
	<b>SED 4 Social Relationships</b>	<b>SED 4a Develops relationships with adults and peers</b>	Responds to primary caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Identifies and plays side by side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Describes personal friendships and meaningful relationships.	Describes how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
		<b>SED 4b Participates cooperatively in groups</b>	Enjoys turn-taking games such as peekaboo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Identifies roles of self and others during tasks or pretend play. Offers to help others.	Suggests solutions to group problems.	Fulfills personal roles and responsibilities when working in a group. Show empathy to others.	Works collaboratively in a group and encourages others to include or help another person.
		<b>SED 4c Identifies and respects differences in others</b>	Adjusts behavior according to emotional or facial response of a familiar person.	Explores people and their features side by side in a book or a mirror.	Identifies emotions of others. Demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Identifies complex feelings of others and responds accordingly.	Seeks to understand and support others' feelings, beliefs and needs.	Includes and stands up for others who look differently and have differing abilities or traditions.


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	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.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.	
	PD 2 Fine Motor	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight. Uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
	PD 3 Safety	PD 3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.	
	PD 4 Personal Care	PD 4 Implements self-help routines for hygiene and dressing	Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.	Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.	With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.	Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.	Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.	Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.	Explains examples of positive choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.	Explains how to manage health and role of nutrition, exercise and rest in self and others.	
	PD 5 Nutrition	PD 5 Follows healthy nutrition routines	Cries when hungry or tired.	Communicates the need to eat, rest and drink. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self 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 foods.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.	


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary									
Skill / Skill Code		Skill Definition		Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4		Benchmark 5		Benchmark 6		Benchmark 7		Benchmark 8	
 Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.									
		LLD 1b Follows directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.									
	LLD 2 Communication	LLD 2a Uses language to express ideas	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas. Asks and responds to questions.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.									
		LLD 2b Uses conversational skills	Mimics single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.									
		LLD 2c Uses and expands vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.									
	LLD 3 Phonological Awareness	LLD 3 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.	Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.	Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.	Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Identifies and isolates individual sounds heard in one-syllable words. Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates, substitutes and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.									
		LLD 4 Alphabetic Knowledge	LLD 4a Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print, such as his/ her name, mom, dad.	Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.								
	LLD 4b Makes letter-sound connections and decodes words		Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/ her name.	Identifies six to seven letters and their sounds.	Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.									
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/ back and top/ bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.									
		LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.								
	LLD 6b Retells, asks and answers questions about a text or story		Holds book and looks intently at each page.	Answers “where” questions by pointing.	Answers “what” questions about stories and books. Recalls the name of the main character.	Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.	Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories with key details. Discusses setting, characters and events.	Summarizes texts and their messages. Describes the points of view of various characters.									
	LLD 7 Writing	LLD 7 Uses writing to represent meaning	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.									

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
 Mathematics & Reasoning	MR 1 Number Sense	MR 1a Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to 10.	Identifies and writes numerals to 20.	Identifies numerals to 100 and understands place value to the hundreds place.	Compares and orders numerals to 1000. Identifies if a number is even or odd.	
		MR 1b Determines quantity	Hears rote counting.	Repeats number words when heard.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.	
		MR 1c Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds to and removes from group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to 10 in more than one way, e.g., 7 = 3 + 4 just as 7 = 2 + 5.	Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.	
	MR 2 Spatial Awareness	MR 2a Understands how objects move in space	Tries to put one object inside another.	Purposely turns or spins objects. Fills container then dumps out the contents.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Builds complex shapes from simpler shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.	
		MR 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinate systems and maps to identify locations of objects or places.	
	MR 3 Shapes	MR 3 Identifies shapes and their characteristics	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. Splits shapes into four equal parts.	Identifies and draws complex shapes. Separates a shape into halves, thirds and fourths.	
	MR 4 Measurement	MR 4a Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.	
		MR 4b Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of “more.”	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.	Arranges and orders multiple objects by size, length, hue or weight.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
	MR 5 Patterns	MR 5 Identifies, reproduces and creates patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.	
	MR 6 Classification	MR 6 Matches and sorts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sorts objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.	
	MR 7 Logic & Reasoning	MR 7 Recalls info, builds memory, reasoning and problem-solving	Reacts to unexpected noises, lights or sights and determines if safe or scary.	Experiments with cause and effect.	Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.	Plans steps to accomplish task and explores many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.	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.	



Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 <b>Science</b>	<b>SCI 1 Investigation &amp; Inquiry</b>	<b>SCI 1</b> Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	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, seeks information and 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>	<b>SCI 2a</b> Understands living and nonliving things	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.	
		<b>SCI 2b</b> Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.	
	<b>SCI 3 Physical Science</b>	<b>SCI 3</b> Explores forces, motion and physical properties of materials	Uses senses to explore objects in an 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. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	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.	
	<b>SCI 4 Technology</b>	<b>SCI 4</b> Uses tools and technology to performs tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to primary caregivers. Recognizes self as being separate from others.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.	
		SS 1b Explores cultures and traditions	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.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.	
		SS 1c Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts respectfully with people who look, learn, believe or move differently than self.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.	
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions.	
		SS 2b Understands concepts of money and economics	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.	Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.	
	SS 3 Geography	SS 3 Identifies types of places and interacts with maps	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 home, church, stores. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.	
	SS 4 History & Sense of Time	SS 4 Develops sense of time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	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.	

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