



Alignment of the
Experience Early Learning Skills
with
**Connecticut Early Learning Standards
for Infant and Toddler and 3-5 year-olds**





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Iowa Early Learning Standards for Infant and Toddler and Pre-Kindergarten**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



Connecticut Early Learning Standards

*Connecticut Learning Standards
for Infant and Toddler*

*Connecticut Learning Standards
for 3-5 year-olds*



Connecticut Infant/Toddler Standards

Developmental Continuum of the Experience Early Learning Skills

Cognition	
Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
0-6 Months: <ul style="list-style-type: none"> • Use senses to explore immediate environment 	SCI 2 Natural and Earth Science SCI 2.1 Explores immediate environment using senses.
6-12 Months: <ul style="list-style-type: none"> • Seek familiar people and/or objects that are not there 	SED 1 Self Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.
12-18 Months: <ul style="list-style-type: none"> • Use senses to actively investigate and explore the effects of new actions on objects 	SED 1 Self Awareness SED 1.1 Vocalizes or moves to express wants and needs. SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
18-24 Months: <ul style="list-style-type: none"> • Explore objects, activities and environments 	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.
24-36 Months: <ul style="list-style-type: none"> • Ask questions and seek answers from a variety of sources 	SCI 1 Investigation and Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

Engagement with Environment, People and Objects	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment 	<p>CA 1 Music CA 1.1 Responds to sounds.</p> <p>SED 2 Self Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults 	<p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>CA 4 Drama CA 4.1 Responds to props or puppets.</p> <p>MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> • Focus attention on interesting sights or sounds, often in shared experiences with adults 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>SS 4 History & Sense of Time SS 4.2 Focuses on interactions with others for a short time.</p>

18-24 Months: <ul style="list-style-type: none"> Engage in interactions and self-selected activities for increasing lengths of time 	<p>SED 3 Attention and Persistence SED 3.2 Attends to what others are looking at or pointing to.</p> <p>SS 2 Civics & Economics SS 2.2 Participates in communal activities.</p> <p>SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.</p>
24-36 Months: <ul style="list-style-type: none"> Maintain interest in self-selected activities and may seek to engage others or ask questions 	<p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
Eagerness to Learn	
0-6 Months: <ul style="list-style-type: none"> Laugh, babble, increase movement, and engage in repetition of a learning activity 	<p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
6-12 Months: <ul style="list-style-type: none"> Seek out new materials and experiences 	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>LLD 7 Writing LLD 7.1 Explores writing materials.</p> <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>

<p>12-18 Months:</p> <ul style="list-style-type: none"> Explore new ways to use objects and observe results 	<p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses.</p> <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations 	<p>SED 1 Self-Awareness SED 1.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 3 Attention & Persistence SED 3.2 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Demonstrate enthusiasm for new learning (may be within familiar contexts) 	<p>SED 3 Attention & Persistence SED 3.2 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>CA 3 Visual Arts CA 3.1 Expresses emotions while exploring materials.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	

0-6 Months: <ul style="list-style-type: none"> Show interest in the results of their actions and “accidental” discoveries 	SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
6-12 Months: <ul style="list-style-type: none"> Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound) 	MR 3 Shapes MR 3.1 Manipulates objects that are a variety of shapes. MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.
12-18 Months: <ul style="list-style-type: none"> Learn by observing or listening to others and repeating their actions or verbalizations 	SED 4 Social Relationships SED 4.2 Mimics actions of others. LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.
18-24 Months: <ul style="list-style-type: none"> Repeat actions over and over and notice results 	SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result.
24-36 Months: <ul style="list-style-type: none"> Vary actions to observe different results (e.g., hit lever harder to see if result changes) 	SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result. MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Fills container then dumps out the contents.
Attributes, Sorting and Patterns	

0-6 Months: <ul style="list-style-type: none"> Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects) 	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. SED 2.2 Soothes self by seeking a familiar adult or thing. MR 6 Classification MR 6.1 Recognizes familiar people and objects.
6-12 Months: <ul style="list-style-type: none"> Respond to new or novel objects with interest, recognizing differences 	SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people SS 1 Culture & Community SS 1.2 Recognizes the difference between a familiar and unfamiliar person.
12-18 Months: <ul style="list-style-type: none"> Match objects that are the same (simple categorizing) 	MR 3 Shapes MR 3.2 Matches two identical shapes. MR 6 Classification MR 6.2 When shown one object, finds the match.
18-24 Months: <ul style="list-style-type: none"> Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest) 	MR 4 Measurement MR 4.2 Places objects in a line. Demonstrates an understanding of more, none and one MR 4 Measurement MR 4.3 Compares and orders two to three objects according to size, length, hue or weight.
24-36 Months: <ul style="list-style-type: none"> Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size) 	MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.
Problem Solving	

0-6 Months: <ul style="list-style-type: none"> Sometimes will show they can solve problems by reaching for desired toys or blanket 	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. MR 1 Number Sense MR 1.1 Looks for an object that is taken out of sight. SS 2 Civics & Economics SS 2.1 Grasps and releases objects.
6-12 Months: <ul style="list-style-type: none"> Use a variety of actions to obtain desired objects Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”) 	MR 2 Spatial Awareness MR 2.1 Tries to put one object inside another. MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Fills container then dumps out the contents.
12-18 Months: <ul style="list-style-type: none"> Purposefully experiment with the effects of new actions upon objects Utilize shapes and sorting boxes. May use trial and error to fit objects together 	MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2 Spatial Awareness MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.
18-24 Months: <ul style="list-style-type: none"> Take things apart and try to put them back together 	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.
24-36 Months: <ul style="list-style-type: none"> Use spatial relationships to solve problems (e.g., fit pieces into puzzle) 	SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.
Symbolic Representation	

12-18 Months: <ul style="list-style-type: none"> Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call) 	CA 4 Drama CA 4.2 Mimics observed behaviors and words. CA 4 Drama CA 4.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
18-24 Months: <ul style="list-style-type: none"> Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) Act out familiar functions in play (e.g., sweeping floor, pouring milk) 	CA 4 Drama CA 4.2 Mimics observed behaviors and words. CA 4 Drama CA 4.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. Uses words, actions and props to pretend.
24-36 Months: <ul style="list-style-type: none"> Act out relational roles in play (e.g., mom or dad with baby) 	CA 4 Drama CA 4.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. Uses words, actions and props to pretend. CA 4.4 Plays a role in group dramatic play.
Early learning experiences will support children to strengthen executive function	
Choosing and Planning	
6-12 Months: <ul style="list-style-type: none"> Indicate preferences nonverbally 	CA 2 Dance & Movement CA 2.1 Uses body language to express feelings. SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
12-18 Months: <ul style="list-style-type: none"> Indicate preferences by pointing and using one or two words 	LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate. CA 2 Dance & Movement CA 2.2 Uses purposeful gestures and body language to communicate.
18-24 Months:	LLD 2 Communication

<ul style="list-style-type: none"> Indicate preferences using simple language 	<p>LLD 2.2 Says one- to two-word sentences.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Make choices based on preferences 	<p>LLD 2 Communication LLD 2.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Task Persistence	
<p>0-6 Months:</p> <ul style="list-style-type: none"> Repeat actions to obtain similar results 	<p>SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Practice an activity many times until successful 	<p>SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Complete simple activities 	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Complete simple activities despite frustration 	<p>SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result.</p> <p>SED 3 Attention & Persistence SED 3.3 Asserts a desire to start or end an activity. Asks for help as needed.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Complete self selected short-term activities many times to gain mastery 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>

Cognitive Flexibility	
12-18 Months: <ul style="list-style-type: none"> Use objects in new and unexpected ways 	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media.
18-24 Months: <ul style="list-style-type: none"> Purposefully try multiple ways of using the same objects 	CA 3 Visual Arts CA 3.3 Uses materials to create shapes and symbols.
24-36 Months: <ul style="list-style-type: none"> Realize when something is not working and with adult assistance can try another approach 	MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.
Working Memory	
18-24 Months: <ul style="list-style-type: none"> Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage) 	SED 4 Social Relationships SED 4.3 Helps or participates in an activity when asked. LLD 1 Listening LLD 1.2 With prompts and gestures, follows a one-step direction.
24-36 Months: <ul style="list-style-type: none"> Remember where recently used objects were placed 	SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
Regulation of Attention and Impulses	
18-24 Months: <ul style="list-style-type: none"> Engage in interactions and self-selected activities for increasing length of time 	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult.
24-36 Months: <ul style="list-style-type: none"> Maintain focus on high-interest activities in the face of routine distractions 	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult.

<ul style="list-style-type: none"> With adult support, resist impulses in structured settings for brief, but increasing periods of time 	
Social and Emotional Development	
Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
0-6 Months: <ul style="list-style-type: none"> Attend and respond to familiar adults and are able to be soothed when distressed 	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. SS 1 Culture & Community SS 1.1 Responds to primary caregivers. Recognizes self as being separate from others.
6-12 Months: <ul style="list-style-type: none"> Prefer primary caregiver(s) to others and usually accept guidance from trusted adults 	SED 2 Self-Regulation SED 2.2 Soothes self by seeking a familiar adult or thing. SS 1 Culture & Community SS 1.1 Responds to primary caregivers. Recognizes self as being separate from others.
12-18 Months: <ul style="list-style-type: none"> Look to trusted caregivers for cues about how to respond to their environment for comfort and support 	SED 2 Self-Regulation SED 2.2 Soothes self by seeking a familiar adult or thing. SED 2 Self-Regulation SED 2.3 Mimics breathing and calming strategies. Practices waiting for a turn.
18-24 Months: <ul style="list-style-type: none"> Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing 	SED 2 Self-Regulation SED 2.2 Soothes self by seeking a familiar adult or thing. SED 4 Social Relationships SED 4.2 Greet and stays near familiar people.

24-36 Months: <ul style="list-style-type: none"> Approach caregivers for support and comfort, particularly during stressful or frustrating situations 	SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people.
Managing Separation	
0-6 Months: <ul style="list-style-type: none"> Show recognition of familiar faces and awareness if someone is a stranger 	MR 6 Classification MR 6.1 Recognizes familiar people and objects. SS 1 Culture & Community SS 1.2 Recognizes the difference between a familiar and unfamiliar person.
6-12 Months: <ul style="list-style-type: none"> Display preference for trusted adults which may include exhibiting fear and protesting at separation 	SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2 Self-Regulation SED 2.2 Soothes self by seeking a familiar adult or thing.
12-18 Months: <ul style="list-style-type: none"> Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places 	SED 2 Self-Regulation SED 2.2 Seeks out or responds to favorite or preferred toys, objects or people
18-24 Months: <ul style="list-style-type: none"> Manage routine separations from caregivers with little distress and calm quickly after a separation 	SED 2 Self-Regulation SED 2.2 Cooperates during familiar routines and familiar activities.
24-36 Months: <ul style="list-style-type: none"> Manage most separations without distress and adjust to new settings with support from a trusted adult 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.
Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	

0-6 Months: <ul style="list-style-type: none"> In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier 	SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people
6-12 Months: <ul style="list-style-type: none"> Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure 	SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people SED 2 Self-Regulation SED 2.2 Soothes self by seeking a familiar adult or thing.
12-18 Months: <ul style="list-style-type: none"> Show increasing regulation through daily routines, activities and familiar adults 	SED 2 Self-Regulation SED 2.2 Cooperates during familiar routines and familiar activities.
18-24 Months: <ul style="list-style-type: none"> With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time) 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.
24-36 Months: <ul style="list-style-type: none"> With adult support, use self soothing techniques to calm 	SED 2 Self-Regulation SED 2.3 Mimics breathing and calming strategies. Practices waiting for a turn.
Regulation of Impulses and Behavior	
0-6 Months: <ul style="list-style-type: none"> Respond to having needs met (e.g., is comforted by being picked up or fed) 	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver.
6-12 Months: <ul style="list-style-type: none"> Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning) Show anticipation and respond to familiar routines in their lives 	SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs. SED 1 Self-Awareness SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

	SED 4 Social Relationships SED 4.1 Enjoys turn-taking games such as peekaboo.
12-18 Months: <ul style="list-style-type: none"> Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices) Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair) 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 3 Attention & Persistence SED 3.3 Asserts a desire to start or end an activity. Asks for help as needed.
18-24 Months: <ul style="list-style-type: none"> Accept some redirection from adults Is aware of typical routine and shows some understanding of rules, but may need adult support 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24-36 Months: <ul style="list-style-type: none"> Begin to control behavior by responding to choice and limits provided by an adult Make transitions and follow basic routines and rules with adult supervision 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger. SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures.
Early learning experiences will support children to develop, express, recognize and respond to emotions	
Emotional Expression	

<p>0-6 Months:</p> <ul style="list-style-type: none"> Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike) 	<p>SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p> <p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing 	<p>SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p> <p>LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction 	<p>SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective) 	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures.</p> <p>LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Begin to communicate about feelings, including the 	<p>LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate.</p>

cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy.” “I sad so Papa hug me.”)	<p>LLD 2 Communication LLD 2.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others.</p>
Recognition and Response to Emotions in Others	
<p>0-6 Months:</p> <ul style="list-style-type: none"> React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces) 	<p>SED 2 Self-Regulation SED 2.1 Reacts to changes in tone of voice or expression.</p> <p>CA 1 Music CA 1.1 Makes sounds to communicate feelings.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling) 	<p>SED 4 Social Relationships SED 4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Recognize basic feelings in self and others Begin to respond to others’ feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior 	<p>SS 2 Civics & Economics SS 2.1 Attends to others in immediate environment.</p> <p>SED 3 Attention & Persistence SED 3.2 Attends to what others are looking at or pointing to.</p> <p>SED 4 Social Relationships SED 4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset) 	<p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others.</p>
<p>24-36 Months:</p>	<p>SED 1 Self-Awareness SED 1.3 Expresses ideas about self in relation to others. Expresses interests</p>

<ul style="list-style-type: none"> Label a variety of emotions in pictures and others' expressions Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play) 	<p>in trying tasks with help.</p> <p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions.</p> <p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others.</p>
Early learning experiences will support children to develop self-awareness, self-concept and competence	
Sense of self	
<p>0-6 Months:</p> <ul style="list-style-type: none"> React when hearing their own name through movement or expressions Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth 	<p>SED 1 Self-Awareness SED 1.1 Responds to name, explores hands and looks in mirror.</p> <p>SS 1 Culture & Community SS 1.1 Responds to primary caregivers. Recognizes self as being separate from others.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Consistently respond to their name Show awareness of body parts of self and others 	<p>SED 1 Self-Awareness SED 1.1 Responds to name, explores hands and looks in mirror.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Demonstrates self awareness though response to name and use of "me" and "mine" Recognize self in mirror 	<p>SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SS 2 Civics & Economics SS 2.2 Expresses a desire for an object or action. Says me, mine.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Identify own family members by relationship and/or name 	<p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names.</p> <p>LLD 4 Alphabetic Knowledge</p>

	LLD 4.2 Identifies a familiar object or person when shown a drawing or photo.
24-36 Months: <ul style="list-style-type: none"> Identify self, family members, teacher and some peers by name 	SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror. LLD 2 Communication LLD 2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names.
Personal Preferences	
0-6 Months: <ul style="list-style-type: none"> Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person) 	SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs. SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch.
6-12 Months: <ul style="list-style-type: none"> Develop preferences for food, objects, textures. May reject non preferred items (e.g., pushing them away) 	SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people.
12-18 Months: <ul style="list-style-type: none"> Begin to communicate own likes and dislikes 	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures.
18-24 Months: <ul style="list-style-type: none"> Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.") 	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SS 2 Civics & Economics SS 2.2 Expresses a desire for an object or action. Says me, mine.

	LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories.
24-36 Months: <ul style="list-style-type: none"> May want to keep what belongs to them close by and often will not want to share 	SS 2 Civics & Economics SS 2.2 Expresses a desire for an object or action. Says me, mine. SS 2 Civics & Economics SS 2.3 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.
Self-Concept and Competency	
6-12 Months: <ul style="list-style-type: none"> Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise) Respond to own actions with pleasure (e.g., coos, laughs) 	LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection. CA 3 Visual Arts CA 3.1 Expresses emotions while exploring materials.
12-18 Months: <ul style="list-style-type: none"> Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support React positively (e.g., smiles, claps) to accomplishments 	CA 2 Dance & Movement CA CA 2.2 Uses purposeful gestures and body language to communicate. SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
18-24 Months: <ul style="list-style-type: none"> Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult 	LLD 1 Listening LLD 1.2 With prompts and gestures, follows a one-step direction. SED 3 Attention & Persistence SED 3.2 Repeats actions to gain a result.
24-36 Months: <ul style="list-style-type: none"> Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

<p>their own even when tasks are difficult for them</p> <ul style="list-style-type: none"> Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”) 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Early learning experiences will support children to develop social relationships.	
Adult Relationships	
<p>0-6 Months:</p> <ul style="list-style-type: none"> Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body Show interest in interacting with others. May gain an adult’s attention and wait for a response 	<p>LLD 2 Communication LLD 2.1 Makes noises and gestures to communicate.</p> <p>MR 2 Spatial Awareness MR 2.1 Participates as caregiver raises arms or legs and says up/down.</p> <p>MR 6 Classification MR 6.1 Recognizes familiar people and objects.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling) Notice the activity of adults and other children and attend closely 	<p>SED 4 Social Relationships SED 4.1 Enjoys turn-taking games such as peekaboo.</p> <p>SS 4 History & Sense of Time SS 4.1 Focuses on interactions with others for a short time.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people 	<p>SED 3 Attention & Persistence SED 3.2 Attends to what others are looking at or pointing to.</p> <p>SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction 	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side by side with a new or familiar person.</p>

	SS 2 Civics & Economics SS 2.2 Participates in communal activities.
24-36 Months: <ul style="list-style-type: none"> Enjoy sharing new experiences with familiar adults 	SED 2 Self-Regulation SED 2.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 4 Social Relationships SED 4.3 Identifies and plays side by side with a new or familiar person.
Play/ Friendship	
0-6 Months: <ul style="list-style-type: none"> Notice other children and may touch, smile or coo to them 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate. Makes noises and gestures to communicate.
6-12 Months: <ul style="list-style-type: none"> Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection. SS 4 History & Sense of Time SS 4.1 Focuses on interactions with others for a short time.
12-18 Months: <ul style="list-style-type: none"> Show interest in children who are playing nearby and may interact with them briefly 	SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate. SED 4 Social Relationships SED 4.2 Greets and stays near familiar people.
18-24 Months:	SED 4 Social Relationships

<ul style="list-style-type: none"> • Seek out other children and will interact with other children using common materials • Show preference for certain peers over time although these preferences may shift 	<p>SED 4.2 Greets and stays near familiar people.</p> <p>SED 4 Social Relationships</p> <p>SED 4.3 Identifies and plays side by side with a new or familiar person.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> • Interact with one or more children (including small groups) beginning to work together to build or complete a project • Interact with a variety of children in the program 	<p>SED 4 Social Relationships</p> <p>SED 4.3 Identifies and plays side by side with a new or familiar person. Helps or participates in an activity when asked.</p>
Physical Development and Health	
Early learning experiences will support children to develop gross motor skills	
Mobility	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • Show head control when in any position and during transitional movement • Roll over, usually from both directions • Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back • Push up and support weight on forearms when on stomach • Sit with support 	<p>PD 1 Gross Motor</p> <p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Get into sitting position on own and play while in this position • Move when on the floor by rolling, creeping, crawling with purpose • Pull to stand, cruise along furniture and stand alone. May 	<p>PD 1 Gross Motor</p> <p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>

take a few steps independently or with help	
12-18 Months: <ul style="list-style-type: none"> • Use walking as main means of mobility and pull toy when walking • Stand from a squat position using arms to push off floor • Creep up and down stairs 	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18-24 Months: <ul style="list-style-type: none"> • Walk with legs closer together and able to change directions smoothly and carry objects • Begin to run • Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time 	PD 1 Gross Motor 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.
24-36 Months: <ul style="list-style-type: none"> • Walk and run on various surfaces and level changes with balance and control of speed • Walk up and down stairs alternating feet on steps with railing held 	PD 1 Gross Motor 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.
Large Muscle Movement and Coordination	
12-18 Months: <ul style="list-style-type: none"> • Throw ball in forward direction 	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18-24 Months: <ul style="list-style-type: none"> • Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys • Catch a large ball tossed from a short distance against their body using both arms 	PD 1 Gross Motor 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.
24-36 Months:	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

<ul style="list-style-type: none"> • Catch and throw a playground ball with an adult short distance away • Jump with two feet • Kick a ball in forward direction 	<p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
Early learning experiences will support children to develop fine motor skills	
Visual Motor Integration	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • Locate an object using vision or sound, reach and grasp the object • Follow an object with eyes across body, crossing the middle 	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>MR 4 Measurement MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Reach into containers or reach to activate a simple cause and effect toy • Combine and separate toys (e.g., replace and remove large rings from post in any order) 	<p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> • Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base 	<p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>

<p>18-24 Months:</p> <ul style="list-style-type: none"> • Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter 	<p>MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Fills container then dumps out the contents.</p> <p>MR 6 Classification MR 6.2 When shown one object, finds the match.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> • Use common tools that require eye hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato) 	<p>MR 2 Spatial Awareness 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>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Small Muscle Movement and Coordination	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • Use voluntary and purposeful movements to bring hands to mouth • Bring hands together while lying on back 	<p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together) • Use index finger to poke and point and grasp small objects between thumb and fingertips 	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> • Use both hands at the same time for different purposes 	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to</p>

(e.g., may stabilize tower with one hand and add an additional block with other hand)	accomplish tasks such as feeding self.
18-24 Months: <ul style="list-style-type: none"> Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fist grasp 	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
24-36 Months: <ul style="list-style-type: none"> Use writing tools or paint objects with some control and purpose 	LLD 7 Writing LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.
Early learning experiences will support children to acquire adaptive skills	
Feeding Routines/ Nutrition	
0-6 Months: <ul style="list-style-type: none"> Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon 	SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs. SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.
6-12 Months: <ul style="list-style-type: none"> Participate in feeding routines by holding cups or bottles, using fingers for self feeding and/ or using eating utensils 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate.

	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
12-18 Months: <ul style="list-style-type: none"> Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common 	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
18-24 Months: <ul style="list-style-type: none"> Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance 	PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.
24-36 Months: <ul style="list-style-type: none"> Feed self with minimal spilling 	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.
Safety and Responsibility	
12-18 Months: <ul style="list-style-type: none"> Typically respond to adult requests to stop unsafe behavior 	SED 4 Social Relationships SED 4.1 Adjusts behavior according to emotional or facial response of a familiar person. PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
18-24 Months: <ul style="list-style-type: none"> Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter) 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24-36 Months: <ul style="list-style-type: none"> Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring 	PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.

other children's rule-breaking to the attention of adults	
Dressing and Hygiene	
6-12 Months: <ul style="list-style-type: none"> Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc. 	MR 2 Spatial Awareness MR 2.1 Participates as caregiver raises arms or legs and says up/down.
12-18 Months: <ul style="list-style-type: none"> Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes 	MR 2 Spatial Awareness MR 2.2 Follows simple positional directions such as on/off, over/under and up/down.
18-24 Months: <ul style="list-style-type: none"> Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands 	SED 2 Self-Regulation SED 2.2 Cooperates during familiar routines and familiar activities. PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.
24-36 Months: <ul style="list-style-type: none"> Attempt to complete basic self care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance 	PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.
Early learning experiences will support children to maintain physical health status and well-being.	
Physical Activity	
0-6 Months: <ul style="list-style-type: none"> Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills 	MR 2 Spatial Awareness MR 2.1 Participates as caregiver raises arms or legs and says up/down. CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways.

	CA 4 Drama CA 4.1 Imitates simple movements and facial expressions.
6-12 Months: <ul style="list-style-type: none"> Interact with caregivers in daily physical activities that involve exploration and movement 	CA 2 Dance & Movement CA 2.2 Uses purposeful gestures and body language to communicate. CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses.
12-18 Months: <ul style="list-style-type: none"> Interact with caregivers in a variety of physical activity experiences 	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. CA 4 Drama CA 4.2 Mimics observed behaviors and words.
18-24 Months: <ul style="list-style-type: none"> Engage in physical activity in both indoor and outdoor environments that require use of large muscles 	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. CA 2.3 Follows the movements of others. Explores personal space and direction.
24-36 Months: <ul style="list-style-type: none"> Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. SED 1 Self-Awareness SED 1.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.
Healthy Behaviors	
0-6 Months: <ul style="list-style-type: none"> Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. 	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.
6-12 Months: <ul style="list-style-type: none"> Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. 	PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.

12-18 Months: <ul style="list-style-type: none"> Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. 	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p>
18-24 Months: <ul style="list-style-type: none"> Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. 	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p>
24-36 Months: <ul style="list-style-type: none"> Discuss healthy practices including hygiene, nutrition and sleep 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p>
Early Language, Communication, and Literacy	
Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
0-6 Months: <ul style="list-style-type: none"> Respond to facial expressions or voices by changing own facial expression, crying or altering movements 	<p>SED 4 Social Relationships SED 4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
6-12 Months: <ul style="list-style-type: none"> Understand that words, gestures and/or signs represent objects, people or experiences 	<p>SED 4 Social Relationships SED 4.2 Explores people and their features side by side in a book or a mirror.</p>
12-18 Months:	<p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names.</p>

<ul style="list-style-type: none"> Understand that words, gestures or signs stand for people, objects, or experiences that are not present 	
18-24 Months: <ul style="list-style-type: none"> Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language Point to familiar objects, people and body parts 	LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories.
24-36 Months: <ul style="list-style-type: none"> Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
Language Comprehension	
0-6 Months: <ul style="list-style-type: none"> Orient to the direction of sound or visual cues React when hearing own name or to positive facial expression 	SED 1 Self-Awareness SED 1.1 Responds to name, explores hands and looks in mirror. LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.
6-12 Months: <ul style="list-style-type: none"> Can carry out simple requests (e.g., “wave bye-bye”) 	LLD 1 Communication LLD 1.1 Responds to conversation in environment and imitates actions. LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate.
12-18 Months: <ul style="list-style-type: none"> Remember language heard repeatedly in stories, poems and interactive language experiences 	LLD 2 Communication LLD 2.2 Repeats words heard frequently in environment. LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.
18-24 Months:	LLD 1 Listening

<ul style="list-style-type: none"> Respond to questions and follow simple directions 	LLD 1.2 With prompts and gestures, follows a one-step direction.
24-36 Months: <ul style="list-style-type: none"> Follow two step directions 	LLD 1 Listening LLD 1.3 Follows related two-step directions given verbally.
Early learning experiences will support children to use language (expressive language).	
Vocabulary	
0-6 Months: <ul style="list-style-type: none"> Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate 	SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
6-12 Months: <ul style="list-style-type: none"> Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more") 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate.
12-18 Months: <ul style="list-style-type: none"> Begin to use words or conventional gestures to communicate Has a 20+ word vocabulary 	LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate. LLD 2.2 Uses a few words, signs or word-like sounds to communicate.
18-24 Months: <ul style="list-style-type: none"> Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow") Use new words frequently to talk about familiar things or activities 	LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 2 Communication LLD 2.2 Repeats words heard frequently in environment.

<p>24-36 Months:</p> <ul style="list-style-type: none"> • Use nouns and verbs to label experiences, actions or events • Use some personal pronouns when referring to others (e.g., you, he, she) • May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run) 	<p>LLD 2 Communication LLD 2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p>
Expression of Ideas, Feelings and Needs	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • “Talk” to self and others using various vocalizations 	<p>SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures 	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> • Respond to questions with sounds, sometimes including words and oftentimes gestures 	<p>SED 1 Self-Awareness SED 1.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>LLD 2 Communication LLD 2.1 Uses vocalizations and gestures to communicate.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> • Use words to request objects, have needs met or gain attention 	<p>LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate.</p>
<p>24-36 Months:</p>	<p>LLD 2 Communication LLD 2.3 Communicates needs, desires and ideas. Asks and responds to</p>

<ul style="list-style-type: none"> • Use inflection in phrases or sentences to ask a question • Comment on a variety of experiences, interactions or observations 	questions.
Language Structure	
12-18 Months: <ul style="list-style-type: none"> • Increasingly use gestures and sounds in coordination to communicate 	LLD 2 Communication LLD 2.1 Makes noises and gestures to communicate.
18-24 Months: <ul style="list-style-type: none"> • Combine words and speak in short, two-word phrases such as “Me up!” 	LLD Communication LLD 2.2 Says one- to two-word sentences.
24-36 Months: <ul style="list-style-type: none"> • Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community • Use speech that is mostly intelligible to familiar adults 	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.
Early learning experiences will support children to use language for social interaction	
Conventions of Conversation	
0-6 Months: <ul style="list-style-type: none"> • Show interest in back and forth pretend games 	SED 4 Social Relationships SED 4.1 Enjoys turn-taking games such as peekaboo.
6-12 Months: <ul style="list-style-type: none"> • Begin to understand that a conversation is about taking turns 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.

12-18 Months: <ul style="list-style-type: none"> Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker Repeat or try another mode of communicating desire if initial attempts are unsuccessful 	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate.
18-24 Months: <ul style="list-style-type: none"> Take turns in conversations by initiating and sustaining a simple conversation over two turns 	LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.
24-36 Months: <ul style="list-style-type: none"> Have conversations with adults and peers that include four or more exchanges 	LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. SED 2 Self-Regulation SED 2.3 Mimics breathing and calming strategies. Practices waiting for a turn.
Language for Interaction	
0-6 Months: <ul style="list-style-type: none"> Coo, gurgle, smile in response to stimulation and to initiate social contact Express pleasure as adults imitate the faces and sounds they make 	SED 2 Self-Regulation SED 2.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 4 Social Relationships SED 4.2 Mimics actions of others.
6-12 Months: <ul style="list-style-type: none"> Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction 	SED 1 Self-Awareness SED 1.1 Vocalizes or moves to express wants and needs. SED 2 Self-Regulation SED 2.1 Reacts to changes in tone of voice or expression.
12-18 Months:	SED 2 Self-Regulation

<ul style="list-style-type: none"> Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up) 	<p>SED 2.2 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> Answer a basic question with a word Use language to express wants, needs, likes and dislikes to others 	<p>LLD 1 Listening LLD 1.2 shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication LLD 2.2 Uses a few words, signs or word-like sounds to communicate.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Converse with adults and peers about common experiences or events 	<p>LLD 2 Communication LLD 2.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>SED 4 Social Relationships SED 4.3 Helps or participates in an activity when asked.</p>
Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
<p>0-6 Months:</p> <ul style="list-style-type: none"> Respond to music, stories and pictures shared with an adult 	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Engage with adults, showing shared attention to a book 	<p>LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Point to preferred pictures in books or texts 	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension LLD 6.1 Holds book and looks intently at each page.</p>

18-24 Months: <ul style="list-style-type: none"> Point to named pictures; may name or comment on familiar pictures Chime in on nursery rhymes or repeat words or phrases from familiar stories 	CA 1 Music CA 1.2 Repeats words in familiar songs and attempts to sing. Responds to changes in sound, rhythm, volume or melody.
24-36 Months: <ul style="list-style-type: none"> Sustain attention for short periods of time while being told a story or reading a favorite picture book Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song 	SED 3 Attention & Persistence SED 3.2 Attends to what others are looking at or pointing to. CA 1 Music CA 1.2 Repeats words in familiar songs and attempts to sing. LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo.
Understanding of Stories or Information	
18-24 Months: <ul style="list-style-type: none"> Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”) 	LLD 6 Reading Comprehension LLD 6.3 Answers “what” questions about stories and books. Recalls the name of the main character.
24-36 Months: <ul style="list-style-type: none"> Enjoy telling and retelling stories and information 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
Early learning experiences will support children to gain knowledge of print and its uses	
Book Concepts	
18-24 Months: <ul style="list-style-type: none"> Hold book upright 	LLD 4 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
24-36 Months:	LLD 5 Concepts of Print

<ul style="list-style-type: none"> Turn pages of a book 	LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
Print Concepts	
24-36 Months: <ul style="list-style-type: none"> Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store) 	SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print.
Early learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
24-36 Months: <ul style="list-style-type: none"> Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”) 	LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted. LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the sound of the first letter in his/her name.
Early learning experiences will support children to convey meaning through drawing, letters and words	
Drawing and Writing	
12-18 Months: <ul style="list-style-type: none"> Use writing tools to make scribbles 	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
18-24 Months: <ul style="list-style-type: none"> Use writing tools to make scribbles 	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
24-36 Months:	LLD 7 Writing

<ul style="list-style-type: none"> • Draw simple shapes to represent ideas and write message using controlled linear scribble 	LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.
Creative Arts	
Early learning experiences will support children to engage in and enjoy the arts	
Music	
<p>0-6 Months:</p> <ul style="list-style-type: none"> • React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc. 	<p>CA 1 Music CA 1.1 Responds to sounds.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> • Show interest in singing, moving and dancing, using their body • Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy) • Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner) 	<p>CA 1 Music CA 1.1 Responds to sounds.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> • Use instruments to explore rhythm and melody • Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures) • Imitate parts of songs with words and/ or gestures 	<p>CA 1 Music CA 1.2 Repeats words in familiar songs and attempts to sing. Responds to changes in sound, rhythm, volume or melody.</p>
<p>18-24 Months:</p> <ul style="list-style-type: none"> • React to changes in music by joining in with more 	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody.</p>

<p>extended segments of familiar music using voice, physical gestures and/or instruments</p> <ul style="list-style-type: none"> Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding) Repeat words to songs, song gestures and/or sounds (pitches) 	<p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm) Respond with voice, body and/ or instruments to longer segments/or patterns of music Repeat parts of simple songs 	<p>CA 1 Music CA 1.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2 Dance & Movement CA 2.3 Moves in own way to music and rhythm.</p>
Visual Arts	
<p>0-6 Months:</p> <ul style="list-style-type: none"> React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity 	<p>CA 3 Visual Arts CA 3.1 Expresses emotions while exploring materials.</p>
<p>6-12 Months:</p> <ul style="list-style-type: none"> Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons 	<p>CA 3 Visual Arts CA 3.1 Expresses emotions while exploring materials. Explores materials using gross motor movements and senses.</p>
<p>12-18 Months:</p> <ul style="list-style-type: none"> Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software 	<p>CA 3 Visual Arts CA 3.2 Scribbles, colors or paints intentionally on paper.</p>
<p>18-24 Months:</p>	<p>CA 3 Visual Arts CA 3.2 Scribbles, colors or paints intentionally on paper.</p>

<ul style="list-style-type: none"> • Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration • Experiment with strokes and lines using brushes, crayons, markers, etc. 	
24-36 Months: <ul style="list-style-type: none"> • Create art in a variety of media with some control and own purpose 	CA 3 Visual Arts CA 3.3 Uses materials to create shapes and symbols.
Drama	
18-24 Months: <ul style="list-style-type: none"> • Imitate simple aspects of a role using realistic props and sounds 	CA 4 Drama CA 4.1 Responds to props or puppets.
24-36 Months: <ul style="list-style-type: none"> • Engage in simple pretend play activities 	CA 4 Drama CA 4.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Dance	
6-12 Months: <ul style="list-style-type: none"> • Respond to music with full body movements 	CA 2 Dance & Movement CA 2.1 Uses body language to express feelings. CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music.
12-18 Months: <ul style="list-style-type: none"> • Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays) 	CA 2 Dance & Movement CA 2.2 Uses purposeful gestures and body language to communicate. Moves body purposely. Sways or bounces to music.
18-24 Months: <ul style="list-style-type: none"> • Demonstrate developing ability to balance, awareness of 	CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference

<p>body (e.g., name body parts, move distinct body parts)</p> <ul style="list-style-type: none"> Move creatively while listening to music (e.g., stamp feet, wave arms, sway). 	<p>between singing and speaking voices.</p> <p>CA 2 Dance & Movement CA 2.3 Moves in own way to music and rhythm.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.) 	<p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction.</p>
Early learning experiences will support children to explore and respond to creative works	
Appreciation of the Arts	
<p>24-36 Months:</p> <ul style="list-style-type: none"> Describe or ask questions about a work of art Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language) 	<p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. CA 3.3 Uses materials to create shapes and symbols.</p> <p>SS 2 Civics & Economics SS 2.3 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.</p>
Early Mathematical Discovery	
Early learning experiences will support children to understand counting and cardinality	
Number Names	
<p>12-18 Months:</p> <ul style="list-style-type: none"> Say or sign a few number names, but may not necessarily recite them in the correct order 	<p>MR 1 Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room.</p>

18-24 Months: <ul style="list-style-type: none"> Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”) 	MR 1 Number Sense MR 1.2 Demonstrates an understanding of one, two and more.
24-36 Months: <ul style="list-style-type: none"> Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order 	MR 1 Number Sense MR 1.3 Points to one object at a time while counting (not always in correct order).
Cardinality	
12-18 Months: <ul style="list-style-type: none"> Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects) 	MR 2 Spatial Awareness MR 2.1 Tries to put one object inside another. MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Fills container then dumps out the contents.
18-24 Months: <ul style="list-style-type: none"> Put objects in one-to-one correspondence (e.g., puts one item in each compartment) 	MR 4 Measurement MR 4.2 Places objects in a line. Demonstrates an understanding of more, none and one.
24-36 Months: <ul style="list-style-type: none"> Count two to three objects using one-to-one correspondence 	MR 1 Number Sense MR 1.3 Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. Recognizes numerals to three.
Recognition of Quantity	
18-24 Months: <ul style="list-style-type: none"> Name groups of one to two objects 	MR 3 Shapes MR 3.2 Matches two identical shapes. MR 6 Classification MR 6.2 When shown one object, finds the match.
24-36 Months:	MR 4 Measurement

<ul style="list-style-type: none"> Name and match a small collection of up to three objects 	MR 4.3 Compares and orders two to three objects according to size, length, hue or weight.
Comparison	
18-24 Months: <ul style="list-style-type: none"> Compare collections that are quite different in size 	MR 3 Shapes MR 3.1 Manipulates objects that are a variety of shapes. MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self.
24-36 Months: <ul style="list-style-type: none"> Compare collections of 1 to 4 similar items verbally or nonverbally 	MR 4 Measurement MR 4.3 Compares and orders two to three objects according to size, length, hue or weight.
Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
24-36 Months: <ul style="list-style-type: none"> Use some vocabulary related to relative quantity (e.g., "more," "less") 	MR 1 Number Sense MR 1.2 Repeats number words when heard. MR 1 Number Sense MR 1.3 Points to one object at a time while counting (not always in correct order). MR 4 Measurement MR 4.2 Places objects in a line. Demonstrates an understanding of more, none and one.
Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	

18-24 Months: <ul style="list-style-type: none"> Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”) 	MR 4 Measurement MR 4.2 Places objects in a line. Demonstrates an understanding of more, none and one. Explores size and weight of objects in relation to self.
24-36 Months: <ul style="list-style-type: none"> Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”) 	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
Sorting and Classifying	
12-18 Months: <ul style="list-style-type: none"> Match objects that are the same 	MR 3 Shapes MR 3.2 Matches two identical shapes. MR 6 Classification MR 6.2 When shown one object, finds the match.
18-24 Months: <ul style="list-style-type: none"> Sort objects using inconsistent strategies (e.g., favorite items, colors) 	MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.
24-36 Months: <ul style="list-style-type: none"> Sort on the basis of one attribute with adult support 	MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 1 Number Sense MR 1.3 Creates groups of objects. Adds to and removes from group as prompted.
Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
12-18 Months: <ul style="list-style-type: none"> Adjust their reach and grasp based upon distance, size and weight of an object 	PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object

	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
18-24 Months: <ul style="list-style-type: none"> Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under) 	<p>MR 2 Spatial Awareness MR 2.2 Follows simple positional directions such as on/off, over/under and up/down.</p>
24-36 Months: <ul style="list-style-type: none"> Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”) 	<p>MR 2 Spatial Awareness MR 2.3 Finds or places objects next to, between, in front of or behind self.</p> <p>SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>
Identification of Shapes	
18-24 Months: <ul style="list-style-type: none"> Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation 	<p>MR 3 Shapes MR 3.2 Matches two identical shapes.</p> <p>MR 3 Shapes MR 3.3 Identifies a few basic shapes.</p>
24-36 Months: <ul style="list-style-type: none"> Match familiar shapes with different size and orientation 	<p>MR 3 Shapes MR 3.3 Identifies a few basic shapes.</p> <p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
Early Scientific Inquiry	
Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	

0-6 Months: See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
6-12 Months: See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
12-18 Months: See Curiosity and Initiative learning progression in Cognition	See Curiosity and Initiative learning progression in Cognition
18-24 Months: <ul style="list-style-type: none"> Observe and make comments on things observed through the senses 	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. MR 7 Logic & Reasoning MR 7.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.
24-36 Months: <ul style="list-style-type: none"> Ask simple questions related to things observed through the senses (“what” and “why”) 	MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.
Investigating	
0-6 Months: See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
6-12 Months: See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
12-18 Months: See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
18-24 Months: See Cause and Affect learning progression in Cognition	See Cause and Affect learning progression in Cognition
24-36 Months:	SCI 1 Investigation & Inquiry

<ul style="list-style-type: none"> Manipulate materials and comment on the impact of own actions 	<p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Using Evidence	
0-6 Months: See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
6-12 Months: See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
12-18 Months: See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
18-24 Months: See Personal Preferences learning progression in Social and Emotional Development	See Personal Preferences learning progression in Social and Emotional Development
24-36 Months: <ul style="list-style-type: none"> Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.") 	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
24-36 Months:	MR 7 Logic & Reasoning

<ul style="list-style-type: none"> Gather information to help determine if something has been designed by humans 	MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.
Early learning experiences will support children to understand patterns, process and relationships of living things	
Unity and Diversity of Life	
18-24 Months: <ul style="list-style-type: none"> Explore characteristics of different plants and animals 	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
24-36 Months: <ul style="list-style-type: none"> Observe features of plants and animals and explore function of features 	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.
Living Things and Their Interactions with the Environment and Each Other	
18-24 Months: <ul style="list-style-type: none"> Observe living things 	SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.
24-36 Months: <ul style="list-style-type: none"> Observe how a variety of living things obtain food as a source of energy for surviving 	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.
Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
18-24 Months:	SCI 1 Investigation & Inquiry

<ul style="list-style-type: none"> Use trial and error to explore the way different objects move 	<p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide) 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
Matter and its Properties	
<p>18-24 Months:</p> <ul style="list-style-type: none"> Observe simple attributes of materials (e.g., hard, soft) 	<p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength) 	<p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
18-24 Months:	SCI 2 Natural & Earth Science

<ul style="list-style-type: none"> Observe natural features of the earth (e.g., land, rain) 	<p>SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars) 	<p>SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses.</p> <p>SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>
Earth and Human Activity	
<p>18-24 Months:</p> <ul style="list-style-type: none"> Talk about different foods humans eat 	<p>PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p>
<p>24-36 Months:</p> <ul style="list-style-type: none"> Give examples of natural resources that humans use to survive (e.g., food, water) 	<p>PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p> <p>SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>

Connecticut Early Learning Standards: 3-5 years

Developmental Continuum of the Experience Early Learning Skills

Cognition	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
<ul style="list-style-type: none"> Explore and investigate a variety of experiences and topics using different materials Investigate ways to make something happen 	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
Engagement with Environment, People and Objects	
<ul style="list-style-type: none"> Maintain interest in exploring specific topics over time Express interest in learning about a specific topic over time Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Eagerness to Learn	
<ul style="list-style-type: none"> Seek out new challenges and novel experiences Show pride in accomplishment when reaching mastery of a skill and share experiences with others 	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

	SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.
Cooperation with Peers in Learning Experiences	
<ul style="list-style-type: none"> Engage in and complete learning activities with peers Help and cooperate in group Plan and complete learning activity with a peer Model or teach peers how to use materials or complete a task 	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
<ul style="list-style-type: none"> Manipulate materials and communicate about the impact of own actions Try multiple uses of same materials and observe differing results 	MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Attributes, Sorting and Patterns	
<ul style="list-style-type: none"> Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language Compare relative attributes of objects, people, events, 	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.6 Creates and extends three- and four-step patterns and plays complex memory games. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by

<p>sounds (e.g., louder, more, less)</p> <ul style="list-style-type: none"> • Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...) • Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...") 	<p>common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
Problem Solving	
<ul style="list-style-type: none"> • Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful • Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas) 	<p>MR 7 Logic & Reasoning</p> <p>MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Symbolic Representation	
<ul style="list-style-type: none"> • Use or make a prop to represent an object (e.g., build a telephone) • Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) • Represent people, places or things through simple drawings, movements and three-dimensional construction • Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) • Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality • Represent people, places or things through drawings, movements and/or three-dimensional constructions that 	<p>CA 3 Visual Arts</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure)	
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
<ul style="list-style-type: none"> • With adult assistance, choose activities and plan what to do • Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Task Persistence	
<ul style="list-style-type: none"> • Continue working through moderately difficult activities, despite some frustration • Complete longer term and more complex tasks with a focus on the goal, despite frustration 	<p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Cognitive Flexibility	
<ul style="list-style-type: none"> • With adult assistance, stop and consider alternatives when encountering a problem • Generate or seek out multiple solutions to a problem 	<p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
Working Memory	
<ul style="list-style-type: none"> • Engage in games that involve remembering (e.g., 	<p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.</p>

<p>memory)</p> <ul style="list-style-type: none"> • Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) 	<p>SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.</p>
Regulation of Attention and Impulses	
<ul style="list-style-type: none"> • Maintain focus on high-interest activities in the face of minor social or sensory distractions • With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting) • Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer • Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) 	<p>SED 3 Attention & Persistence</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. Expresses delight over a successful project.</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.</p>

Social and Emotional Development	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
<ul style="list-style-type: none"> • Engage in interactions with less familiar adults • Seek help and approval from a wider array of adults in trusted roles 	<p>SED 4 Social Relationships</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.</p>

	Explains why someone may be happy or sad.
Managing Separation	
<ul style="list-style-type: none"> • Manage most separations without distress and adjust to new settings in the presence of trusted adult • Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
<ul style="list-style-type: none"> • Use strategies to self-soothe with limited adult support • Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family • Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>
Regulation of Impulses and Behavior	
<ul style="list-style-type: none"> • With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) • Make transitions and follow basic schedule, routines and rules with occasional reminders 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate</p>

<ul style="list-style-type: none"> • Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support • Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity) • Recall and follow daily routines with little support, including adapting to changes in rules and routines 	<p>responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p> <p>SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
<ul style="list-style-type: none"> • Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways • Describe emotions and feelings to trusted adults and peers 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Recognition and Response to Emotions in Others	
<ul style="list-style-type: none"> • Recognize, label and respond to a wide variety of emotions in others • Make connections between emotional reaction of others and own emotional experiences • Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) • Begin to understand that different people may have 	<p>SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p> <p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests</p>

different emotional reactions	solutions to group problems. Identifies feelings of others and responds accordingly.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
<ul style="list-style-type: none"> Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) 	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Personal Preferences	
<ul style="list-style-type: none"> Recognize and describe themselves in terms of basic preferences Describe self by referring to preferences, thoughts and feelings 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities. SED 1.5 Describes and compares preferences of self and others.</p>
Self Concept and Competency	
<ul style="list-style-type: none"> Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks</p>

<ul style="list-style-type: none"> • Show pride in accomplishments and abilities 	<p>for help as needed. Expresses delight over a successful project.</p> <p>MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p>
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
<ul style="list-style-type: none"> • Communicate with familiar adults and accept or request guidance • Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. 	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
Play/ Friendship	
<ul style="list-style-type: none"> • Interact with one or more children (including small groups) beginning to work together to build or complete a project • Interact with a variety of children in the program • Cooperate with peers through sharing and taking turns • Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships • Seek help from peers and offer assistance when it is appropriate 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Conflict Resolution	
<ul style="list-style-type: none"> • Seek and accept adult help to solve conflicts with peers • Engage in developing solutions and work to resolve conflict with peers 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems.</p>

	Explains why someone may be happy or sad. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
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Physical Development and Health	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility	
<ul style="list-style-type: none"> Walk up and down stairs alternating feet while carrying an object Alternate direction while running and stop easily without losing balance 	PD 1 Gross Motor 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. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Large Muscle Movement and Coordination	
<ul style="list-style-type: none"> Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives Hop on one foot Kick ball at target a short distance away with accuracy and speed Throw small ball overhand at target a short distance away with accuracy Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle) 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
<ul style="list-style-type: none"> • Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) • Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) 	<p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
Small Muscle Movement and Coordination	
<ul style="list-style-type: none"> • Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft • Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) • Use a mature pencil grasp with 3 fingers on writing implement 	<p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Strand C: Early learning experiences will support children to acquire adaptive skills.	
Feeding Routines/ Nutrition	
<ul style="list-style-type: none"> • Pour liquid from a small pitcher • Use butter knife to spread and cut. Open most containers to remove food 	<p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>

	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
Safety and Responsibility	
<ul style="list-style-type: none"> Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults Understand the reason for most basic safety rules at home, in familiar settings and in the community 	PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.
Dressing and Hygiene	
<ul style="list-style-type: none"> Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support Typically manage own dressing, toileting and basic hygiene 	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
Strand D: Early learning experiences will support children to maintain physical health status and well-being.	
Physical Activity	
<ul style="list-style-type: none"> Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day 	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.
Healthy Behaviors	
<ul style="list-style-type: none"> Name examples of healthy practice including hygiene, nutrition and sleep 	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.

<ul style="list-style-type: none"> Identify healthy practices including hygiene, nutrition and sleep 	PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
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Language and Literacy	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
<ul style="list-style-type: none"> Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects 	<p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Language Comprehension	
<ul style="list-style-type: none"> Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.") Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.") 	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	

<ul style="list-style-type: none"> • Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts • Use simple pronouns (e.g., I, me, you, mine, he, she) • Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog) • Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts • Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Expression of Ideas, Feelings and Needs</p>	
<ul style="list-style-type: none"> • Communicate about current or removed events and/or objects • Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas • Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) 	<p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>MR 2 Spatial Awareness</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>

Language Structure	
<ul style="list-style-type: none"> • Use basic grammar rules including irregular past tense and questions • Use speech that is mostly intelligible to familiar and unfamiliar adults • Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals • Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts 	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
<ul style="list-style-type: none"> • Maintain a topic of conversation over the course of several turns • Initiate, maintain and end conversations by repeating what other person says and/or by asking questions 	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges. LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Language for Interaction	
<ul style="list-style-type: none"> • Answer simple who, what, where and why questions • Use language to share ideas and gain information 	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
<ul style="list-style-type: none"> • Select fiction and nonfiction books to be read and attend with interest • Independently choose to “read” books and select a variety of texts including fiction and nonfiction 	LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.
Understanding of Stories or Information	
<ul style="list-style-type: none"> • Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text • Ask and answer simple who, what, where and why questions related to story or text • Make predictions and/or ask questions about the text by examining the title, cover, pictures • With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text • Identify main components of a story or text (the major plot points of a story or the main topic of an informational text) • Use connections between self and character, experience and emotions to increase comprehension 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props. LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
<ul style="list-style-type: none"> • Look at pages of a book from left to right (or according to 	LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.

<p>conventions of home language)</p> <ul style="list-style-type: none"> • Recognize that print represents spoken words (e.g., first name in print, environmental labels) • Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) • Know that books have titles, authors, illustrators or photographers • Recognize words as a unit of print and that letters are grouped to form words 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
Print Concepts	
<ul style="list-style-type: none"> • Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment • Identify some familiar printed words out of context • Begin to use awareness of letter sounds along with pictures to read words in text 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Letter Recognition	
<ul style="list-style-type: none"> • Recognize some letters especially those in one's own name • Recognize and name known letters of the alphabet in familiar and unfamiliar words • Make some letter-sound connections 	<p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Strand F: Early learning experiences will support children to	

develop phonological awareness.	
Phonological Awareness	
<ul style="list-style-type: none"> • Recognize rhyming words in songs, chants or poems • Identify when initial sounds in words are the same • Distinguish individual words in a sentence • Produce rhyming words or words that have same initial sound • Recognize which words in a set of words begin with the same sound • Distinguish syllables in words 	LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
<ul style="list-style-type: none"> • Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others) • Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms • Draw original stories with a beginning, middle and end • Use early developmental spelling. May use one letter for the initial or final sound to represent whole word 	LLD 7 Writing 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. LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.

Creative Arts	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	

Music	
<ul style="list-style-type: none"> Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music Imitate or spontaneously sing an entire verse of song Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) Spontaneously sing songs and/or participate in songs with gestures Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) Invent own music (through humming, singing, creating rhythms, etc.) Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) Create music using their voices and/or a variety of instruments and materials 	<p>CA 1 Music</p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
Visual Arts	
<ul style="list-style-type: none"> Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge Use a variety of tools and materials to represent ideas through the visual arts 	<p>CA 3 Visual Arts</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
Drama	
<ul style="list-style-type: none"> Act out simple scenarios, taking on a familiar role for brief periods during dramatic play 	<p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

<ul style="list-style-type: none"> Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play 	<p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
Dance	
<ul style="list-style-type: none"> Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground) 	<p>CA 2 Dance & Movement</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Strand B: Early learning experiences will support children to explore and respond to creative works.	
Appreciation of the Arts	
<ul style="list-style-type: none"> Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details) Demonstrate increased appreciation of the work of others and identify preferences Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy) 	<p>CA 3 Visual Arts</p> <p>CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p> <p>CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
Mathematics	

Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
<ul style="list-style-type: none"> Say or sign the number sequence up to at least 10 Say or sign the number sequence up to at least 20 	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.
Cardinality	
<ul style="list-style-type: none"> Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set Count out a set of objects up to four Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set Count out a set of objects up to five 	MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Written Numerals	
<ul style="list-style-type: none"> Recognize written numerals up to at least five Recognize written numerals up to at least 10 	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
Recognition of Quantity	
<ul style="list-style-type: none"> Recognize and name, without counting, the number of 	MR 1 Number Sense

<p>objects in small groups of at least 3 or 4 objects</p> <ul style="list-style-type: none"> Quickly recognize and name, without counting, the number of objects in collections of up to at least five items 	<p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
Comparison	
<ul style="list-style-type: none"> Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
<ul style="list-style-type: none"> Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects) 	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects	

(measurement and data).	
Measurement	
<ul style="list-style-type: none"> Recognize measurable attribute of an object such as length, weight or capacity Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount) Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools 	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 4.6 Makes logical estimates and uses measurement tools to check estimation.
Data	
<ul style="list-style-type: none"> Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) Represent data using a concrete object or picture graph according to one attribute 	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.
Sorting and Classifying	
<ul style="list-style-type: none"> Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape) Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute 	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.
Strand D: Early learning experiences will support children to	

understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
<ul style="list-style-type: none"> • Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object • Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object 	<p>MR 2 Spatial Awareness</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>MR 3.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 3.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
Identification of Shapes	
<ul style="list-style-type: none"> • Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes • Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size 	<p>MR 3 Shapes</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Composition of Shapes	
<ul style="list-style-type: none"> • Combine two or more shapes to create a new shape or to represent an object in the environment • Complete a shape puzzle or a new figure by putting multiple shapes together with purpose 	<p>MR 2 Spatial Awareness</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p> <p>MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p>

Science	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
<ul style="list-style-type: none"> Ask more detailed questions including the relationship between two things or cause and effect relationships Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”) 	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Investigating	
<ul style="list-style-type: none"> Intentionally vary actions in order to observe the effect of these actions on materials Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships Gather data by drawing, counting or otherwise documenting observations 	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
Using Evidence	
<ul style="list-style-type: none"> Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”) Give evidence from observations or investigations Begin to distinguish evidence from opinion 	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
Strand B: Early learning experiences will support children to	

engage in the process of engineering.	
Design Cycle	
<ul style="list-style-type: none"> Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem Identify a problem and, with adult assistance, design a solution, test and refine design elements 	MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
<ul style="list-style-type: none"> Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults Group and classify living things based upon features, providing evidence to support groupings Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death) 	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
Living Things and Their Interactions with the Environment and Each Other	
<ul style="list-style-type: none"> Explore how animals depend upon the environment for food, water and shelter Provide examples of how animals depend on plants and 	SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.

other animals for food	<p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
Strand D: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
<ul style="list-style-type: none"> Investigate how objects' speed and direction can be varied Make predictions and conduct simple experiments to change direction, speed and distance objects move Determine cause and effect of push/pull/collision that make objects, start, stop and change direction 	<p>SCI 3 Physical Science</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>
Matter and Its Properties	
<ul style="list-style-type: none"> Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) Evaluate the appropriateness of a material for a given purpose based upon its properties Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI 3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.</p>
Strand E: Early learning experiences will support children to	

understand features of earth.	
Earth's Features and the Effects of Weather and Water	
<ul style="list-style-type: none"> Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles) Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
Earth and Human Activity	
<ul style="list-style-type: none"> Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples) Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p> <p>SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p> <p>SCI 2.8 Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.</p>

Social Studies	
Strand A: Early Learning experiences will support children to	

understand self, family and a diverse community.	
Individual Development and Identity	
<ul style="list-style-type: none"> Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers) Demonstrate an understanding that there are similarities and differences among people and families 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
Culture	
<ul style="list-style-type: none"> Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.) Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter) 	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
<ul style="list-style-type: none"> Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom 	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>

People, Places and Environments	
<ul style="list-style-type: none"> • Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them • Describe, draw or construct aspects of the geography of the classroom and/or home • Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling • Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) 	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SS 3 Geography SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
Civic Ideals and Practices	
<ul style="list-style-type: none"> • Participate in jobs and responsibilities at home, classroom or community • Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets) 	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.</p>
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
<ul style="list-style-type: none"> • Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play • Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing 	<p>SS 1 Culture & Community SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p> <p>SS 2 Civics & Economics</p>

interest in different careers	SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.
Production, Distribution and Consumption	
<ul style="list-style-type: none"> • Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play • Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs 	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.
Science, Technology and Society	
<ul style="list-style-type: none"> • Understand the use of tools, including technology, for a variety of purposes • Begin to be aware of technology and how it affects life 	SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
<ul style="list-style-type: none"> • Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow) • Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed • Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community • Demonstrate a beginning understanding of change over 	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories. SS 4.7 Compares and contrasts current and historical conditions of familiar environments.

time through discussing, representing or playing, about expanding topics such as their own growth and family history	
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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

SED 1 Self-Awareness

SED 1a Knows self and increases confidence

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.

SED 1b Expresses curiosity, preference and initiative

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.

SED 2 Self-Regulation

SED 2a Identifies emotions

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.

SED 2b Manages feelings and behavior

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.

SED 2c Follows routines and transitions

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.

SED 3 Attention & Persistence

SED 3a Attends and engages

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.

SED 3b Shows flexibility and inventiveness

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.

SED 4 Social Relationships

SED 4a Develops relationships with adults and peers

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.

SED 4b Participates cooperatively in groups

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.

SED 4c Identifies and respects differences in others

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 shared verbally.	
	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	
 Science	SCI 1 Investigation & Inquiry	SCI 1 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.	
	SCI 2 Natural & Earth Science	SCI 2a 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.	
		SCI 2b 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.	
	SCI 3 Physical Science	SCI 3 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.	
	SCI 4 Technology	SCI 4 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.	

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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.	

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 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.									