



Alignment of the
Experience Early Learning Skills
with
South Carolina Early Learning:
Infants through 5-years





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **South Carolina Early Learning: Infants through 5-years**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

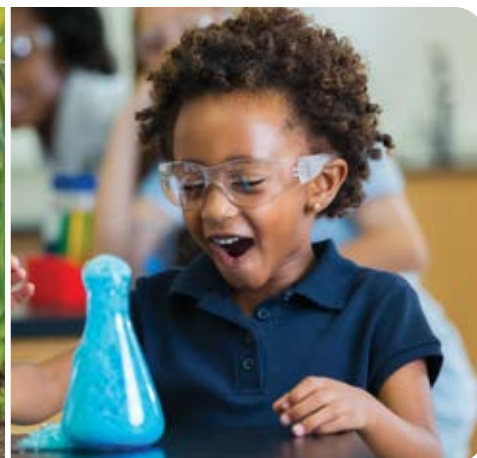
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time 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.



[South Carolina Early Learning: Infants Through 5 Yrs.](#)

South Carolina Early Learning Standards-Infants through 5 Yrs.

Developmental Continuum of the Experience Early Learning Skills

Approaches to Play and Learning (APL)	
Curiosity, Information-Seeking, and Eagerness	
Children show curiosity and express interest in the world around them.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show interest in others • Show interest in themselves • React to new sights, sounds, tastes, smells, and touches 	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p> <p>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.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Imitate what others are doing • Show curiosity about their surroundings • Show pleasure when exploring and making things happen 	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p> <p>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.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Show pleasure in new skills and in what they have done. • Discover things that interest and amaze them, and seek to share them with others. • Watch what others are doing and often try to participate. 	<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>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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Communicate interest to others through verbal and nonverbal means • Discover things that interest and amaze them, and seek to share them with others. • Show interest in a growing range of topics, ideas, and tasks. 	<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>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>
<p><u>Older Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Communicate interest to others through verbal and nonverbal means • Discover things that interest and amaze them, and seek to share them with others. • Show interest in a growing range of topics, ideas, and tasks. • Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). 	<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>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> <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.</p>
Curiosity, Information-Seeking, and Eagerness	
Children actively seek to understand the world around them.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Explore the indoor and outdoor environment using all available senses — smell, hear, see, feel, and taste. • With appropriate supports, move toward interesting people, sounds, objects, and activities. 	<p>SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p>	<p>SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore</p>

<ul style="list-style-type: none"> • Initiate activities that interest them and try to get others involved. • Use toys and other objects to make things happen (kick a ball, push a button on a toy). • Move toward people and things that are new and/or interesting. 	<p>environment.</p> <p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Seek more information about people and their surroundings • Use their whole body to learn • Communicate what they want to do or know using gestures, facial expressions, or words 	<p>SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>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>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Ask questions about the people and things around them. • Use all available senses, tools, and a variety of strategies to explore the environment • Purposely try different ways of doing things to see what and how they work 	<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> <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.</p>
<p><u>Older Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Ask questions to find out more about the things that interest 	<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</p>

<p>them, including questions about future events.</p> <ul style="list-style-type: none"> • Choose among different ways to explore the environment based on experience • Use what they know from experience to understand what is happening now 	<p>people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>MR 7 Logic & Reasoning</p> <p>MR 7.4 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.</p>
Play and Imagination	
Children engage in increasingly complex play	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show interest in other children playing • Imitate sounds, facial expressions, or gestures • Play with simple objects, using them to make sounds and other interesting results. • Begin to participate in give-and-take exchanges of sounds and gestures 	<p>LLD 1 Listening</p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LL2 Communication</p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><u>Young Toddlers: 18 to 24 Months</u></p> <ul style="list-style-type: none"> • Play alongside other children, sometimes imitating their actions. • Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object • Take turns in simple games • Offer toys and objects to others. 	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>MR 5 Patterns</p> <p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p><u>Older Toddlers: 24 to 36 Months</u></p> <ul style="list-style-type: none"> • Try to involve other children in play. • Make believe, pretend, and act out familiar life scenes, 	<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>sometimes using objects to represent something else</p> <ul style="list-style-type: none"> • Play with others with a common purpose • Communicate about what is happening during pretend play 	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Waits or a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Engage in dramatic play themes that include interacting with other children, but often are not coordinated. • Talk to peers and share materials during play. • Engage in make believe play with imaginary objects. • Use language to begin and carry on play with others. • Express knowledge of their everyday lives and cultures through play. 	<p>CA 4 Drama 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>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.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Develop and sustain more complex pretend play themes in cooperation with peers. • Use more complex and varied language to share ideas and influence others during play. • Choose to use new knowledge and skills during play • Demonstrate their cultural values and “rules” through play. 	<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> <p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>CA 4 Drama 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>
Play and Imagination	
Children demonstrate creativity, imagination, and inventiveness.	

<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Use everyday household objects for play • Try a familiar action with a new object or person • React to unexpected events with laughter and interest. 	<p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Do new things with familiar objects or combine them in unusual ways 	<p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Do new things with familiar objects or combine them in unusual ways • Pretend to be somebody or something other than themselves. • Pretend one object is really something different 	<p>CA 4 Drama 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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Offer new ideas about how to do or make things. • Add new actions, props, or dress-up items to pretend play. • Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways. • Experiment with language, musical sounds, and movement. 	<p>CA 4 Drama 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 2 Dance & Movement 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 1 Music CA 1.4 Imitates 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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Plan play scenarios (dramatic play, construction), and use or 	<p>CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

<p>create a variety of props or tools to enact them.</p> <ul style="list-style-type: none"> • Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. • Make up stories, songs, or dances for fun during play. • Invent new games. 	
Risk-Taking, Problem-Solving, and Flexibility	
Children are willing to try new and challenging experiences.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. • Try to do things that are hard for them • Look to adult for cues and, when reassured, proceed. 	<p>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.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Try unfamiliar experiences and interact with new people with a familiar adult nearby. • Move away from a familiar adult to explore, but check in frequently. • Show interest in and try to operate toys that offer a challenge. 	<p>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Explore freely without a familiar adult nearby. • Try out new skills in a familiar environment • Approach a challenge with confidence • Want to do things their own way 	<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> <p>PD 1 Gross Motor</p>

	PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> Express a belief that they can do things that are hard. Choose to participate in an increasing variety of familiar and new experiences. Accept new challenges when offered. Try things they are not sure they can do, while avoiding dangerous risks. 	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. 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. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> Express a belief that they can do things that are hard. Approach new experiences independently. Ask to participate in new experiences that they have observed or heard about. Independently seek new challenges. 	SED 3 Attention & Persistence SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 4.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Risk-Taking, Problem-Solving, and Flexibility	
Children use a variety of strategies to solve problems.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> Try one or two strategies to get what they want Try a familiar action in a new activity Use trial and error to get something done, get what they want, or solve simple problems. 	PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome.
<u>Young Toddlers: 8 to 21 Months</u>	MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome.

<ul style="list-style-type: none"> • Try one or two strategies to get what they want or solve a problem • Use available resources to accomplish a goal or solve a problem • After unsuccessful attempts to solve a problem, ask for help from an adult • Vary actions on purpose to solve a problem 	<p>MR 7.2 Experiments with cause and effect.</p> <p>MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Try a variety of strategies to get what they want or solve a problem. • Use language to obtain help to solve a problem • Use materials in new ways to explore and solve problems 	<p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task.</p> <p>MR 2 Spatial Awareness 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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems • Purposefully use a variety of strategies to solve different types of problems. • Talk to themselves to work through the steps to solve a problem. 	<p>MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems • Describe the steps they will use to solve a problem. • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. • Explain how they solved a problem to another person. 	<p>MR 7 Logic & Reasoning MR 7.4 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. Explains the sequence of his or her problem-solving strategy.</p> <p>SED 2 Self-Regulation SED 2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.</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.
Attentiveness, Effort and Persistence	
Children demonstrate initiative.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> • Communicate with sounds or movements to indicate preferences • Independently explore the different qualities of an object 	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. 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.
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Express choices with actions or simple language • Seek to repeat experiences they enjoy or succeed at 	SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys. SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Select and carry out activities • Show increasing interest in performing tasks independently • Show and/or tell others what they have done. 	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices 	SED 3 Attention & Persistence SED 4.3 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 4.4 Initiates an activity and seeks help to complete it. Practices or

<ul style="list-style-type: none"> • Express goals or plans and follow through on them • Make decisions about materials needed to carry out a task. 	<p>repeats an activity many times until successful.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices • Independently identify and seek things they need to complete activities or tasks • Set simple goals that extend over time, make plans and follow through 	<p>SED 3 Attention & Persistence SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 4.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p>Attentiveness, Effort and Persistence</p>	
<p>Children maintain attentiveness and focus.</p>	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Focus and attend to people and things around them. • Repeat interesting actions over and over • Notice when the expected does not happen. 	<p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Focus on self selected activity for a short period of time • Focus on an interesting activity or interaction shared with adults for a short period of time. 	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Focus on a person or a hands-on activity for a short period of time 	<p>SED 3 Attention & Persistence SED 4.3 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>

<ul style="list-style-type: none"> • Keep working on interesting activities with other things going on around them. 	
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Focus on age appropriate activities for a short period of time, even with interruptions • Remain engaged in more complex activities that they have chosen. • Maintain focus and return to an activity after a break. 	<p>SED 3 Attention & Persistence SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Sometimes able to focus on what is relevant to a task • Consistently remain engaged in self directed activities. • Shift attention back to a task after having been diverted from it. 	<p>SED 3 Attention & Persistence SED 4.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Attentiveness, Effort and Persistence	
Children persist in challenging activities.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Try over and over to make things happen 	<p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Keep trying to accomplish tasks that they are not able to do immediately 	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity. 	<p>SED 3 Attention & Persistence SED 4.3 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>

<ul style="list-style-type: none"> • Keep working on an activity even after setbacks 	
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity • When something does not work, try different ways to complete the task • Keep working to complete tasks, including those that are somewhat difficult. 	<p>SED 3 Attention & Persistence SED 4.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>MR 7 Logic & Reasoning MR 7.3 Plan a logical series of steps to accomplish a task.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity • When something does not work, try different ways to complete the task • Plan and follow through on longer-term tasks (planting a seed and caring for the plant). • Keep trying until a challenging activity is complete despite distractions or interruptions 	<p>SED 3 Attention & Persistence SED 4.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</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>
Emotional and Social Development (ESD)	
Developing a Sense of Self	
Children demonstrate a positive sense of self-identity and self-awareness.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show awareness of their bodies • Show interest in their image in a mirror 	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>LLD 1 Listening</p>

<ul style="list-style-type: none"> • Respond to their name with sounds or movement. • Express likes and dislikes 	<p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Show awareness of specific body parts. • Recognize themselves in a mirror • Express choices with gestures, signs, or words 	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Show awareness of some of their own characteristics and things they can do • Use their own name or a personal pronoun to refer to themselves • Make choices and have favorite clothes, toys, and activities. 	<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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Describe self • Express a sense of belonging to a group • Use own first and last name. • Choose activities they like and name their favorite activities. 	<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>SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Describe themselves in concrete ways, with greater detail and accuracy • Express awareness that they are members of different groups • Choose to spend more time on preferred activities, and express awareness of skills they are developing. 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. Negotiates to attain personal preference in a situation.</p> <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.</p>

Developing a Sense of Self	
Children express positive feelings about themselves and confidence in what they can do.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show they expect results from their actions • Show pleasure at things they have done • Explore the environment with support from a familiar, trusted adult. 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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.</p> <p>SS 2 Civics & Economics SS 2.1 Attends to others in immediate environment. Grasps and releases objects.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Explore the environment on their own, but check in with a familiar, trusted adult occasionally. • Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal • Bring others things they like or show them things they have done. 	<p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>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><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. • Explore the environment independently to satisfy their own interests 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p>

<ul style="list-style-type: none"> • Show confidence in their abilities through actions and/ or language • Attempt to reach goals without help from others 	
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. • Express the belief that they can do many things. • Try new activities and attempt new challenges. 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Express positive feelings about them- selves by showing and/or telling others about themselves, things they like, or things they have done. • Express the belief that they can do many things. • Stick with tasks even when they are challenging. • Express opinions about their abilities in different areas 	<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>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.</p>
Developing a Sense of Self With Others	
Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Enjoy being held, cuddled, and talked to by familiar adults. • Recognize and reach out to familiar people. • Seek to be near their caregivers; stop crying when they come near. • Show signs of separation anxiety when a familiar caregiver 	<p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>

leaves. <ul style="list-style-type: none"> • Make eye contact with others. • Imitate sounds, facial expressions, or gestures they see other people do 	
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Show preference for and emotional connection with adults who take care of them on a regular basis • Offer toys and objects to familiar adults. • Look to adult for affirmation of behavior/guidance. 	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed • Form close relationships with their primary caregivers and other familiar adults. • Seek help from trusted adults when upset • Are less likely to get upset when primary caregiver is with them. • Use words to influence caregivers' behavior 	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed • Show affection for adults they are close to. • Given time, form positive relationships with new teachers or caregivers. • Show ease and comfort in their interactions with familiar adults. • Ask for assistance from adults. 	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
<u>Older Preschoolers: 48 to 60 Months</u>	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Develops positive

<ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed • Form positive relationships with new teachers or caregivers over time. • Use language effectively to continue conversations with familiar adults and to influence their behavior 	<p>relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Developing a Sense of Self With Others	
Children form relationships and interact positively with other children.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Notice other infants and children 	<p>SED 1 Self-Awareness</p> <p>SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Show pleasure at the arrival of familiar peers. • Enjoy playing alongside other children. • Imitate actions of older siblings and playmates. • Offer toys and objects to other children. 	<p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Show affection or preference for particular children. • Remember and use names of familiar playmates. • Use appropriate words to influence playmates' behavior • Participate in play with other children. • Show positive emotion and turn-taking with familiar playmates 	<p>SED 4 Social Relationship</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p>	<p>SED 4 Social Relationship</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person.</p>

<ul style="list-style-type: none"> • Demonstrate social skills when interacting with other children • Form and maintain friendships with a few other children. • Identify another child as a friend. • Approach other children easily, expecting positive interactions. • Show ease and comfort in their interactions with familiar children. 	<p>Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p> <p>SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and adult and asks for help to solve problems. Explains why someone may be happy or sad.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Demonstrate social skills when interacting with other children • Form and maintain friendships with other children of diverse cultural backgrounds and abilities. • Seek and give support to children they identify as friends. • Use language effectively to have conversations with other children and influence another child's behavior • Play and interact cooperatively with other children. 	<p>SED 4 Social Relationships</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SS 2 Civics & Economics</p> <p>SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
Developing a Sense of Self With Others	
Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use gestures, sounds, objects, or words to get another person to do something • Follow simple directions some of the time. • Control impulses some of the time • Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. 	<p>LLD 1 Listening</p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 3 Attention & Persistence</p>

	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. • Adjust their behavior to fit different situations • Evaluate their own and others' actions as right or wrong • Show caring and cooperation • Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. • Accept "no" without getting overly upset. 	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p>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.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. • Often make requests clearly and effectively. • Show awareness that their actions affect others • Wait for a short time to get what they want • Work to resolve conflicts effectively, with guidance and support. • Notice and accept similarities and differences among all people, including people with disabilities. • Recognize and honor cultural differences. 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</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> <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.</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 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p>	<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</p>

<ul style="list-style-type: none"> • Follow social rules, transitions, and routines that have been explained to them. • Make requests clearly and effectively most of the time. • Balance their own needs with those of others in the group. • Anticipate consequences and plan ways to solve problems effectively, with guidance and support. • Use a variety of strategies to solve problems and conflicts with increasing independence. • Express respect and caring for all people, including people with disabilities. • Recognize and honor cultural differences. 	<p>person.</p> <p>SED 1 Self-Awareness SED 1.7 Predicts how self and others might feel in a variety of situations and explains why. SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SED 4 Social Relationships SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.</p> <p>SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
Learning about Feelings	
Children identify, manage, and express their feelings.	
<p><u>Infants:</u> Birth to 12 Months</p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. • Show when they feel overwhelmed or are in distress or pain • Soothe themselves 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p>
<u>Young Toddlers:</u> 8 to 21 Months	SED 2 Self Regulation

<ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. • Use body language, facial expression, and sometimes words to communicate feelings • Separate from parent or main caregiver without being overcome by stress. • Find comfort and calm down in a familiar setting or with a familiar person. 	<p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. • Communicate to make needs known. • Manage emotions and control impulses with guidance and support • Display emotional outbursts less often. 	<p>SED 2 Self Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. • Use a variety of words or signs to express and manage feelings more clearly. • Describe reasons for their feelings 	<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 by finding a desired thing or person.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. 	<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</p>

<ul style="list-style-type: none"> • Independently manage and express feelings effectively most of the time. • Use a larger vocabulary for talking about different feelings • Give reasons for their feelings that may include thoughts and beliefs as well as outside events • Use problem-solving strategies when feeling angry or frustrated. 	<p>helps others through the transition.</p> <p>SED 2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.</p>
Learning about Feelings	
Children recognize and respond appropriately to the needs and feelings of others.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Become upset when another infant is crying. • Respond differently to positive vs. negative emotional expressions of others. 	<p>LLD 1 Listening</p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>SED 4 Social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Try to comfort another child or an adult who is upset • Look at familiar caregivers to see how the caregiver is feeling • Match their tone and emotions to that of others during interactions. 	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Try to comfort another child or an adult who is upset 	<p>SED 4 Social Relationships</p> <p>SED 4.3 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others.</p>

<ul style="list-style-type: none"> • Communicate concern for others • Offer help to meet the needs of others • Recognize facial expressions or actions associated with different emotions. 	<p>Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Try to comfort another child or an adult who is upset • Communicate concern for others • Offer help to meet the needs of others • Show awareness that other people have different feelings 	<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 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Communicate understanding and empathy for others' feelings. • Show awareness that their behavior can affect the feelings of others • Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support 	<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. SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.</p>
Health and Physical Development (HPD)	
Physical Health and Growth	
Children develop healthy eating habits.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show interest in feeding routines. • Help with feeding themselves 	<p>PD 5 Nutrition PD 5.1 Cries when hungry or tired. PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>

<ul style="list-style-type: none"> • Show hunger or fullness using actions, sounds, or words • Indicate foods they like and do not like. • Respond to different textures of food in their mouth • Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. 	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Try new foods. • Feed themselves with some assistance • Ask for or accept food when hungry. • Eat enough to meet nutritional needs, even when the amount or type of food varies over time • Eat a variety of small pieces of age- appropriate table foods. 	<p>PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</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><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Try new foods. • Feed themselves using utensils and hands. • Eat foods depending on their appetite and personal preference • Notice and talk about food preferences, textures, temperatures, and tastes 	<p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Try new foods. • Feed themselves independently with utensils. • Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). 	<p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Try new foods. • Feed themselves independently with utensils. 	<p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two</p>

<ul style="list-style-type: none"> • Given a selection of familiar foods, identify which foods are nutritious and which are not. • Talk about variety and amount of foods needed to be healthy • Name foods and beverages that help to build healthy bodies. 	<p>appropriate food options.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Physical Health and Growth	
Children engage in and sustain various forms of physical play indoors and out.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Engage in physically active movements • Move their bodies to explore the indoor and outdoor environment. • Develop strength by continuing movements over short periods of time. 	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <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><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Show they enjoy active play and seek to be physically active • Anticipate and ask for outdoor play • Engage in regular and sustained movement • Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. 	<p>PD 1 Gross Motor</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>LLD 1 Listening</p> <p>LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. • Show satisfaction with new active skills and strengths • With guidance and support, transition from active to quiet activities. 	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>LLD 1 Listening</p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>

<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. • Choose a variety of structured and unstructured physical activities indoors and outdoors. • Participate in simple games and other structured motor activities that enhance physical fitness • Transition from active to quiet activities with limited guidance and support. 	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. • Communicate ways physical activity keeps us healthy and makes us feel good. • Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination • Transition independently from active to quiet activities most of the time. 	<p>PD 1 Gross Motor</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>PD 4 Personal Care</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
Physical Health and Growth	
Children develop healthy sleeping habits.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Sleep for longer periods at a time • Settle down and fall asleep after a routine that includes a familiar series of events. • Develop a personal sleep routine or pattern. 	<p>PD 4 Personal Care</p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>

<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Cooperate with sleep routines • Use simple sounds, gestures, or words to show they are tired 	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use language about sleep • With guidance, participate in sleep routines • Learning to fall asleep on their own. 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Recognize and communicate signs of being tired. • With increasing independence, start and participate in sleep routines. 	<p>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.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Communicate ways sleep keeps us healthy and makes us feel good. • Independently start and participate in sleep routines most of the time. 	<p>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 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p>
<p>Motor Development</p>	
<p>Children develop the large muscle control and abilities needed to move through and explore their environment.</p>	

<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Gain control of arm and leg movements. • Develop upright posture when sitting and standing. • Move in and out of various positions by rolling, pushing up, and pulling to stand. • Move from place to place as their abilities allow 	<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><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Develop strength, balance, and coordination by repeating movements • Move arms and legs together to climb, push, and pull • Move through the world with more independence 	<p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Move arms and legs to complete a task • Move through the world with a variety of movements and with increasing independence • Use familiar objects that encourage large motor movements • Perform actions smoothly with balance, strength, and coordination 	<p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. • Refine movements and show generally good coordination (e.g., throwing and catching). • Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. • Move in space with good coordination 	<p>PD 1 Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. Skips confidently, gallops and slides side to side.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Coordinate movement of upper and lower body. • Perform complex movements smoothly • Move quickly through the environment and stop • Show awareness of own body in relation to other people and objects while moving through space. 	<p>PD 1 Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. Skips confidently, gallops and slides side to side.</p> <p>PD 1.6 Changes direction and speed of movement.</p> <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>Motor Development</p>	
<p>Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p>	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. • Transfer objects from one hand to the other. 	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>

<ul style="list-style-type: none"> • Use a pincer grasp to pick up an object with finger and thumb. 	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use hands to manipulate objects • Use hands and eyes together • Use simple tools 	<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><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use more complex, refined hand movements • Use hands and eyes together with a moderate degree of control • Use tools that require finger and hand control 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Draw simple shapes and figures • Engage in activities that require hand-eye coordination • Use tools that require strength, control, and dexterity of small muscles 	<p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Draw and write smaller figures with more detail • Engage in complex hand-eye coordination activities with a moderate degree of precision and control • Use tools that require strength and dexterity of small muscles with a moderate degree of control 	<p>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.</p> <p>PD 2 Fine Motor 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>

Self-Care	
Children develop awareness of their needs and the ability to communicate their needs.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Use different sounds to let caregivers know they need attention. • Begin to soothe themselves 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use gestures, words, signs, or sign language to communicate what they need. • Use objects and follow routines that are comforting 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use words, signs, or sign language to ask for the things they need • Soothe themselves when needed 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions</p> <p>SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use words, signs, or sign language to ask for the things they 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

<p>need</p> <ul style="list-style-type: none"> • Use different strategies to calm themselves when needed 	<p>Communicates needs, desires and ideas. Asks and responds to questions</p> <p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use language to ask adults or peers specifically for the kind of help needed in a particular situation. • Consistently use strategies to calm themselves when needed. 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> <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>
Self Care	
Children develop independence in caring for themselves and their environment.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Accept care routines • Show interest and assist in routines 	<p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p> <p>SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Cooperate and help with care routines and cleanup (mouth care, handwashing, diapering, dressing, bathing). HPD-7c • Drink from a cup (with or without a lid) and feed themselves 	<p>PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 5 Nutrition</p>

with their fingers or a spoon.	PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. • Initiate self-care routines and complete with guidance • Feed themselves with a spoon. • Help with meal and snack routines. • Begin to take care of objects 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</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 for help as needed. Expresses delight over a successful project.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. • Dress and undress themselves with occasional assistance. • Follow basic hygiene practices with reminders • Gain independence in hygiene practices • Serve food for themselves. • Help with routine care of the indoor and outdoor learning environment • Name people who help children stay healthy. 	<p>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.</p> <p>PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. • Dress and undress themselves independently. • Perform tasks to maintain the indoor and outdoor learning 	<p>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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>

<p>environment independently.</p> <ul style="list-style-type: none"> • Describe the value of good health practices 	<p>PD 5 Nutrition PD 5.1 Identifies food that is nutritious. Helps to prepare food for others.</p>
Safety Awareness	
Children develop awareness of basic safety rules and begin to follow them.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show trust in familiar caregivers • Notice and imitate adults' reactions to new people and situations. 	<p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Watch for adult reactions to unfamiliar things or situations that might be dangerous. • Show some caution about unfamiliar and/ or unsafe situations. • Respond to simple warnings that prevent harm 	<p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Remember cause and effect experiences and apply their experiences to future situations • Increase self-control over their impulses • With guidance, recognize and avoid situations that might cause harm. 	<p>PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger.</p> <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.</p>
<u>Younger Preschoolers: 36 to 48 Months</u>	<p>PD 3 Safety PD 3.4 Follows safety rules and seeks opportunities to help others follow</p>

<ul style="list-style-type: none"> • Know what their bodies can do, and play within their abilities to avoid injury to self or others. • Usually recognize and avoid objects and situations that might cause harm. • Usually follow established safety rules. • Call a trusted adult when someone gets injured or is in an unsafe situation. 	<p>rules. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. • Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. • Independently follow established safety rules. • Identify people who can help them in the community 	<p>PD 3 Safety PD 3.4 Follows safety rules and seeks opportunities to help others follow rules. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p>
Language Development and Communication (LDC)	
Learning to Communicate	
Children understand communications from others	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Engage in individual and reciprocal sound exploration and play • Show interest in voices, and focus on speech directed at them. • Respond to different tones in speech directed at them. • Respond to simple requests 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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</p>

	imitates actions.
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Respond to others by using words or signs. • Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. • Follow simple directions and/or visual cues 	LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Respond when others talk to them, using a larger variety of words or signs. • Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. • Follow two-step directions with visual cues if needed 	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions. LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. • With prompting and support, respond to requests for information or action. • Follow simple multistep directions with visual cues, if needed. 	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. LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. LLD 2 Communication LLD2.4 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.
<u>Older Preschoolers: 48 to 60 Months</u>	LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger

<ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. • Respond to requests for information or action. • Follow more detailed multi step directions. 	<p>playdough ball. Follows multi-step directions given verbally.</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
Learning to Communicate	
Children participate in conversations with peers and adults.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Respond differently to facial expressions and tones of voice. • Pay brief attention to the same object the caregiver is looking at. • Engage in turn-taking during social and vocal play with adults and other children 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Establish joint attention by looking at an object, at their caregiver, and back at the object. • Respond to and initiate dialogue with another person. • Use movement or behavior to initiate interaction with another person. 	<p>LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Engage in short dialogues of a few turns. • Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult. 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step</p>

	directions given verbally.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Demonstrate an understanding that people communicate in many ways • Initiate and carry on conversations and ask questions about things that interest them. • With prompting and support, make comments and ask questions related to the topic of discussion. 	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. LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. LLD 2 Communication LLD2.4 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.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Express an understanding that people communicate in many ways • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. • Participate in a group discussion, making comments and asking questions related to the topic. • Show an appreciation for and can use humor appropriately. 	LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally. LLD 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.
Learning to Communicate	
Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
<u>Young Toddlers: 8 to 21 Months</u>	LLD 2 Communication

<ul style="list-style-type: none"> • Respond to simple statements and questions about pictures, play, people, and things that are happening. 	<p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Answer simple questions • Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Answer longer questions using more detail. • Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. 	<p>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.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Answer more complex questions with an explanation • Ask specific questions to learn more about their world, understand tasks, and solve problems. 	<p>LLD 1 Listening LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD 2 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.</p>
Learning to Communicate	
Children communicate thoughts, feelings, and ideas clearly.	

<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Repeat actions to communicate • Make different sounds for different purposes • “Babble” and pretend to talk using many sounds or sign languages used around them. 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Communicate through facial expressions, sounds, and body movements. • Expect others to understand them and show frustration, often through their behavior, if not understood. • Use non-verbal gestures to express ideas and feelings. 	<p>LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Communicate message with expression, tone, and inflection. • Use speech that is understood most of the time by familiar listeners. 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Communicate messages with expression, tone, and inflection appropriate the situation. • Speak clearly enough to be understood by familiar adults and children. 	<p>LLD 2 Communication LLD2.4 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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. • Adapt their communication to meet social expectations • Speak clearly enough to be understood by most people. • State point of view, likes and dislikes. • Relay messages accurately. 	<p>LLD 2 Communication</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>Learning to Communicate</p>	
<p>Children describe familiar people, places, things, and events.</p>	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Act out familiar scenes and events, and imitate familiar people. 	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. • Use dramatic play to act out familiar scenes and events and imitate familiar people. 	<p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. • Describe experiences and create or retell short narratives. 	<p>LLD 2 Communication</p> <p>LLD2.4 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>SS 4 History & Sense of Time</p>

	SS 4.3 Describes events as they happen. Uses words such as first, then.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> Describe experiences and create and/or retell longer narratives. 	LLD 2 Communication LLD 2.5 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. SS4 History & Sense of Time SS 4.6 Retells historical, fictional or past events or stories.
Learning to Communicate	
Children use most grammatical constructions of their home language well.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> Make different sounds for different purposes “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. 	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. Use a few words to communicate 	LLD 2 Communication Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> Communicate in short sentences that follow the word order of their home language. Combine two and three words. 	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.

<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Communicate in longer sentences and use more conventional grammar in their home language • Make grammatical errors that follow language rules 	LLD 2 Communication LLD2.4 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.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Speak in full sentences that are grammatically correct most of the time. 	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.
Learning to Communicate	
Children respond to and use a growing vocabulary.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> • Make specific sounds, facial expressions, and/or gestures for certain people and objects. • Imitate sounds, words, and gestures. • Recognize spoken or signed words for common items. 	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Show steady increase in words used (e.g., name family members and familiar objects). • Imitate parts of familiar songs, chants, or rhymes. • Respond to simple words and phrases that they hear often. • Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. 	LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
<u>Older Toddlers: 18 to 36 Months</u>	LLD 2 Communication

<ul style="list-style-type: none"> • Use new words each day and have a word for almost all familiar people, objects, actions, and conditions • Participate in or repeat familiar songs, chants, or rhymes. • Show they understand many new vocabulary words and a variety of concepts • Use proper nouns for people and things. 	<p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Repeat familiar songs, chants, or rhymes. • Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). • Make up names for things using words they know (e.g., dog doctor for veterinarian). • Use many kinds of cues in the environment to figure out what words mean. 	<p>LLD 2 Communication LLD2.4 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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Repeat familiar songs, chants, or rhymes. • Use a growing vocabulary that includes many kinds of words to express ideas clearly. • Infer the meaning of different kinds of new words from the context in which they are used • Distinguish between real and made up words. 	<p>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.</p>
Foundations for Reading	
Children develop interest in books and motivation to read.	
<u>Infants: Birth to 12 Months</u>	LLD 6 Reading Comprehension

<ul style="list-style-type: none"> • Pat and chew on tactile books. • Look at pictures of faces and simple objects. • Listen to simple and repetitive books, stories, and songs. 	<p>LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Engage in reading behaviors independently • Show interest in books (e.g., tactile and picture books). • Listen to simple and repetitive books, stories, and songs for a brief time. • Carry books around, “name” them, and select books for adults to read out loud. 	<p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Engage in reading behaviors independently • Listen for short periods of time to storybooks, informational books, stories, poetry, songs, and finger plays. 	<p>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.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Engage in reading behaviors independently • Show an interest in books, other print, and reading related activities. • Listen to and discuss storybooks, simple information books, and poetry. 	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Engage in reading behaviors independently with increased focus for longer periods of time. • Use and share books and print in their play. • Listen to and discuss increasingly complex storybooks, 	<p>LLD 5 Concept of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>

information books, and poetry.	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
Foundations for Reading	
Children develop book knowledge and print awareness.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Explore books and paper by tasting, mouthing, crumpling, banging, and patting. • Look at pictures while cuddling with caregiver. 	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real • Identify some environmental print and logos 	<p>LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” 	<p>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.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in</p>

<ul style="list-style-type: none"> • Demonstrate understanding of the need for and the uses of print • Demonstrate an understanding of realistic symbols such as photographs, and later, abstract symbols such as signs and environmental print 	<p>print. Recognizes the sound of the first letter in his/her name.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Hold a book upright while turning pages one by one front to back, but not always in order. • With prompting and support, recognize print occurs in different forms and is used for a variety of functions • Demonstrate an understanding that print and symbols can tell people what to do = 	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Hold a book upright while turning pages one by one from front to back. • Recognize print in different forms for a variety of functions • Recognize print and symbols used to organize classroom activities and show understanding of their meaning • With prompting and support, run their finger under or over print as they pretend to read text. • Demonstrate an understanding of some basic print conventions • Identify their name and the names of some friends when they see them in print. 	<p>LLD 5 Concept of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. I LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. 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 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>Foundations for Reading</p>	

<p>Children comprehend and use information presented in books and other print media.</p>	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. • Allow entire short book to be “read” with willingness to look at most pages. = • Make appropriate sounds when looking at pictures 	<p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Chime in on a repeated line in a book while being read to by an adult. • Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. • Begin to relate personal experiences to events described in familiar books. • Answer simple questions about stories. • Imitate the special language in storybooks and story dialogue 	<p>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.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Imitate the special language in storybooks and story dialogue with some accuracy and detail. • With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. • Use their knowledge of the world • Relate personal experiences to events described in familiar books, with prompting and support. • Ask questions about a story or the information in a book. • With prompting and support, discuss storybooks by 	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>

responding to questions about what is happening and predicting what will happen next.	
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Imitate the special language in storybooks and story dialogue with accuracy and detail. • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. • Use knowledge of the world to make sense of more challenging texts. • Relate personal experiences to an increasing variety of events described in familiar and new books. • Ask more focused and detailed questions about a story or the information in a book. • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. • Discuss storybooks by responding to questions about the beginning, middle, and end of the story. 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
Foundations for Reading	
Children develop phonological awareness.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Imitate and take turns with caregivers making different sounds. 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Focus on and enjoy playing with repetitive sounds, words, 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3.2 Imitates sounds and tones.</p>

rhymes, and gestures. • Vocalize familiar words and sounds.	
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Participate in rhyming games. • Notice sounds that are the same and different. • Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. 	LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language. Plays with language and sounds. CA 1 Music CA 1.3 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. • Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. • Play with the sounds of language and begin to identify rhymes 	LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. Thinks of other words with similar beginning sound. Shows awareness of separate syllables in a word. CA 1 Music 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.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Distinguish between similar sounding words (e.g. tree and three) • Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations. • Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. • Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. • Associate sounds with specific words, such as awareness that different words begin with the same sound. 	LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words. Determines if two words rhyme. Shows awareness of separate syllables in a word. CA 1 Music 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.

Foundations of Reading	
Children begin to develop knowledge of the alphabet and the alphabetic principle.	
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Demonstrate an interest in letters by asking about and/or naming some of them. 	<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.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. • Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. • Recognize and name some letters of the alphabet, especially those in their own name. 	<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>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. • Show they know that letters function to represent sounds in spoken words. • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. • Make some sound-to-letter matches, using letter name knowledge • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. 	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</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. LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>

Foundations for Writing	
Children use writing and other symbols to record information and communicate for a variety of purposes.	
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). 	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). 	LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Represent thoughts and ideas through marks, scribbles, drawings, and paintings • With prompting and support, communicate their thoughts for an adult to write. • Engage in writing behaviors that imitate real life situations (e.g., make marks to take food order during pretend restaurant play). 	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.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Represent thoughts and ideas in drawings and by writing letters or letter-like forms. • Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey. 	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.

<ul style="list-style-type: none"> • Communicate their thoughts for an adult to write. • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols). • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). 	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
Foundations for Writing	
Children use knowledge of letters in their attempts to write.	
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Begin to use letters and approximations of letters to write their name. • Distinguish letters from different kinds of drawings/graphics. • Show they know that written words are made up of particular letters 	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. 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.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Use known letters and approximations of letters to write their own name and some familiar words. • Try to connect the sounds in a spoken word with letters in the written word 	LLD 7 Writing 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.
Foundations for Writing	
Children use writing skills and conventions.	

<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Hold marker or crayon with their fist. • Dot or scribble with crayons, may progress to vertical lines. 	<p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Explore a variety of tools that can be used for writing. • Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. • Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. 	<p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use a variety of writing tools and materials with purpose and control • Make marks they call "writing" that look different from drawings • Play with writing letters and make letterlike forms. 	<p>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.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <p>Use a variety of writing tools and materials with increasing precision.</p> <ul style="list-style-type: none"> • Imitate adult writing conventions that they have observed • Use some conventional letters in their writing. 	<p>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.</p> <p>CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>

Mathematical Thinking and Expression (MTE)	
Foundations for Number Sense	
Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Indicate they want “more” with signs, sounds, or looks. • Show interest (look at or reach for) in obvious differences in quantity 	<p>MR 1 Number Sense MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Explore quantity • Use words or actions that show understanding of the concepts of “more,” “less,” and “all” • Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other 	<p>MR 1 Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” • Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. • Attempt to chant or recite numbers, but not necessarily in the 	<p>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.</p>

<p>correct order</p> <ul style="list-style-type: none"> • Place items in one-to-one correspondence during play and daily routines • Make a small group (1-3) with the same number of items as another group of items 	
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. • Rote count to 10 with increasing accuracy. • Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, “How many are there?” • Recognize Numerals Up to 5 during play and daily activities. • Match numerals 1-5 to sets of objects, with guidance and support. • Write numerals or number- like forms up to 5 during play and daily activities. 	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. • Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. • Rote count to 20 with increasing accuracy. • Count up to 10 objects in a variety of ways • Count up to 10 objects arranged in a line using one- to one correspondence with increasing accuracy, and answer the 	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR1.6 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 $7 = 2 + 5$.</p>

<p>question “How many are there?”</p> <ul style="list-style-type: none"> • Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. • Match numerals 1-10 to sets of objects, with guidance and support. • Recognize that objects can be counted as part of different groups • Given a number 0-5, count out that many objects. • State the number of objects in a small collection (1-5) without counting • Tell What number comes next or what number came before another number when counting 1-5. • Show understanding of first, next, and last during play and daily activities 	
Foundations for Number Sense	
Children demonstrate a beginning understanding of numbers and operations during play and other activities.	
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. 	<p>MR 1 Number Sense</p> <p>MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities • Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a 	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

smaller set.	
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities • Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). 	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR1.6 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 $7 = 2 + 5$.</p>
Foundations for Algebraic Thinking	
Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Show awareness of different categories during play • Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). 	<p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 5 Patterns</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Sort familiar objects into categories • Can follow along and imitate patterns of sounds and movement 	<p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 5 Patterns</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>CA 1 Music</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.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Sort familiar objects into categories • Identify familiar objects as the same or different. • Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play 	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 5 Patterning MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.
<u>Older Preschoolers: 48 to 60 Months</u> <ul style="list-style-type: none"> • Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy • Describe, duplicate and extend simple repeating patterns (two part patterns) using concrete objects • Show beginning abilities to create simple repeating patterns. 	MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 5 Patterning MR 5.4 Creates and extends two-step patterns.
Foundations for Geometry and Spatial Understanding	
Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> • Examine different shapes by exploring • Attempt to put objects into other objects 	MR 3 Shapes MR 3.1 Manipulates objects that are a variety of shapes. MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.
<u>Young Toddlers: 8 to 21 Months</u>	MR 2 Spatial Awareness

<ul style="list-style-type: none"> • Explore space with their bodies • Put basic shapes into a shape sorter using trial and error. 	<p>MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.</p> <p>MR 3 Shapes MR 3.2 Matches two identical shapes.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Respond to and begin to use words describing positions • Name or match a few 2- and 3-dimensional shapes • Stack or line up blocks that are the same shape • Complete shape sorter with intention. 	<p>MR 2 Spatial Awareness MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. 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 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Respond to and begin to use words describing positions • Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. • Stack or line up blocks that are the same shape. 	<p>MR 2 Spatial Awareness 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 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p>	<p>MR 2 Spatial Awareness</p>

<ul style="list-style-type: none"> • Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. • Use 2- and 3-dimensional shapes to represent real world objects • Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. • Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes 	<p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces. Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 3 Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes. Identifies and draws complex shapes.</p> <p>CA 3 Visual Arts CA 3.5 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p>
Foundations of Measurement and Data Analysis	
Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.	
<p><u>Infants:</u> Birth to 12 Months</p> <ul style="list-style-type: none"> •Examine objects of different sizes by exploring 	<p>MR 4 Measurement MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p><u>Young Toddlers:</u> 8 to 21 Months</p> <ul style="list-style-type: none"> • Participate in activities that compare the size and weight of objects. • Engage in beginning explorations with temperature 	<p>MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self.</p>
<u>Older Toddlers:</u> 18 to 36 Months	MR 4 Measurement

<ul style="list-style-type: none"> • Use size and amount words to label and compare objects, people, and collections • Engage in continued explorations with temperature. 	<p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight • Compare the size or weight of two objects and identify which one is longer/taller/ heavier than the other • Use simple measurement tools with guidance and support to informally measure objects • Describe the weather as hot or cold. •Recognize routines with time passing throughout the day 	<p>MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight • Directly compare more than two objects by size, length, or weight • Put a few objects in order by size, length or weight • Use simple measurement tools with guidance and support to informally measure objects • Describe the weather as hot or cold. •Recognize routines with time passing throughout the day 	<p>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. Makes logical estimates and uses measurement tools to check estimation.</p> <p>MR 6 Classification MR 6.7 Answers questions about data or objects sorted in up to three categories.</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>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.</p>

Mathematical Thinking and Reasoning	
Children use mathematical thinking to solve problems in their everyday environment.	
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities • Use drawing and concrete materials to represent and communicate mathematical ideas • Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. 	<p>MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.</p> <p>CA 3 Visual Arts CA 3.5 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <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>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies • Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas • Begin to explain how a mathematical problem was solved • Identify and describe strategies used to complete increasingly difficult puzzles 	<p>CA 3 Visual Arts CA 3.5 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</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> <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>MR 2 Spatial Awareness 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>

Cognitive Development (CD)	
Construction of Knowledge: Thinking and Reasoning	
Children use their senses to construct knowledge about the world around them.	
<u>Infants: Birth to 12 Months</u> <ul style="list-style-type: none"> • Discover different shapes, sizes and textures by exploring • Turn head or move toward sounds. 	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.
<u>Young Toddlers: 8 to 21 Months</u> <ul style="list-style-type: none"> • Actively explore objects by handling them in many ways • Explore space with their bodies 	SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.
<u>Older Toddlers: 18 to 36 Months</u> <ul style="list-style-type: none"> • Explore objects and materials physically to learn about their properties. • Experiment with safe tools to learn how they work • Express knowledge gathered with their senses through play 	SCI 3 Physical Science 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.
<u>Younger Preschoolers: 36 to 48 Months</u> <ul style="list-style-type: none"> • Explore objects, tools, and materials systematically to learn about their properties 	SCI 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.

<ul style="list-style-type: none"> • Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. • Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality • Group familiar objects that go together 	<p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Explore objects, tools, and materials systematically to learn about their properties • Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. • Distinguish appearance from reality • Organize and use information through matching, grouping, and sequencing. 	<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> <p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning 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>
<p>Construction of Knowledge: Thinking and Reasoning</p>	
<p>Children recall information and use it for addressing new situations and problems.</p>	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Search for objects that are hidden or partly hidden. • Respond differently to familiar vs. unfamiliar people, objects, and situations • Anticipate routine events • Repeat an action to make something happen again • Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in 	<p>MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. 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. Reacts to changes.</p> <p>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</p>

other places.	imitates actions.
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Search in several places where an object has been hidden recently. = • Notice a change in familiar objects, places, or events • Perform routine events and use familiar objects in appropriate ways • Imitate behaviors they have seen in the past or in other places. • Identify objects and people in pictures by pointing or looking. 	<p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Search for objects in several places, even when not seen recently. • Show they remember people, objects, and events • Show they remember the order in which familiar events happen • Choose objects to represent something else with similar features during play 	<p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SS 1 Culture & Community SS 1.2 Begins to recognize self as separate from others. With help, participates in family traditions and customs. SS 1.3 Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>CA 4 Drama 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><u>Younger Preschoolers: 36 to 48 Months</u></p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and</p>

<ul style="list-style-type: none"> • Recognize whether a picture or object is the same as or different from something they have seen before. • Apply what they know about everyday experiences to new situations • Describe or act out a memory of a situation or action, with adult support. • Make predictions about what will happen using what they know. • Introduce ideas or actions in play based on previous knowledge or experience. • Ask questions about why things happen and try to understand cause and effect 	<p>people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Demonstrate their ability to apply what they know about everyday experiences. • Describe past events in an organized way, including details or personal reactions. • Improve their ability to make predictions and explain why things happen using what they know. • Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. • Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. • Speculate and imagine what might happen next. 	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then. Recalls information and events from the past.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Construction of Knowledge: Thinking and Reasoning</p>	

Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show awareness of others' reactions to people, objects, and events. • Show awareness of another person's intentions by establishing joint attention 	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. Vocalizes or moves to express wants and needs.</p> <p>SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Show awareness of others' feelings about things by looking to see how they react. 	<p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use words like "think," "remember," and "pretend." • Talk about what they and other people want or like. 	<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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations • Use words like "think" and "know" to talk about thoughts and beliefs. • Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). • Remember and describe at the end of the day what they had done while at school. 	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Waits for a turn. Recognizes when the routine changes and transitions as prompted when informed earlier.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations 	<p>SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>

<ul style="list-style-type: none"> • Express understanding that others may have different thoughts, beliefs, or feelings than their own • Use language to describe their thinking processes with adult support. • Work on a project over several days, solving problems and making their work more elaborate. 	<p>SS 1 Culture & Community SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</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> <p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p>
Creative Expression	
Children demonstrate appreciation for different forms of artistic expression.	
<p><u>Infants:</u> Birth to 12 Months</p> <ul style="list-style-type: none"> • Show wonder or fascination with objects, activities, or experiences • Hold, touch, and experience different textures 	<p>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.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p><u>Young Toddlers:</u> 8 to 21 Months</p> <ul style="list-style-type: none"> • Show interest or pleasure in response to images, objects, and music • Participate in and explore a wide range of media 	<p>CA 3 Visual Arts CA 3.2 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<u>Older Toddlers:</u> 18 to 36 Months	CA 3 Visual Arts

<ul style="list-style-type: none"> • Express pleasure in different forms of art • Participate in and describe art, music, dance, drama, or other aesthetic experiences 	<p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>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.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Express pleasure in different forms of art • Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences 	<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>CA 2 Dance & Movement 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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Express pleasure in different forms of art • Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences • Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly • Recognize the value of artistic expression and the role the arts play in people's lives. 	<p>CA 1 Music CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p>CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA 3 Visual Art CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p> <p>LLD 2 Communication LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p>
<p>Creative Expression</p>	

<p>Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.</p>	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Use toys and household objects in a variety of different ways during play • Explore sensory properties of art media • Make a variety of sounds with simple instruments, toys, and their own voice. • Express themselves by moving their bodies 	<p>CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use hats and clothes for dress-up make believe. • Explore art materials freely • Use materials purposefully to create sounds • Move to music in their own way. 	<p>CA 4 Drama CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Recreate familiar scenes using play materials, language, and actions. • Experiment and create art with clay, crayons, markers, paint, and collage materials. • Make up simple nonsense songs, sign, chant, and dance • Express ideas and feelings through music, movement, and 	<p>CA 4 Drama 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 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 1 Music</p>

<p>dance.</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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. • Show creativity and imagination when using materials and assuming roles during pretend play. • Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. • Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. • Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. 	<p>CA 3 Visual Art 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 4 Drama 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 1 Music 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><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. • Plan and act out scenes based on books, stories, everyday life, and imagination. • Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. • Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities • Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. 	<p>CA 4 Drama CA 2.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 3 Visual Art 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 1 Music 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 2 Dance & Movement 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>

Social Connections	
Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Intently observe actions of children, adults, pets, and objects nearby. • Seek family members, siblings, caregivers, and teachers for play and for meeting needs. 	<p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Imitate routine actions of their caregivers • Know whom they can go to for help 	<p>SED 4 Social Relationships SED 4.2 Greet and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use play to show what they know about relationships and roles in families and other familiar contexts. • Talk about what others do during the day • Help with daily routines 	<p>CA 4 Drama 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>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Talk about close family members, name their relationships to each other, and describe family routines • Adopt roles of family and community members during play, given support and realistic props. • Identify and talk about the roles of some community helpers 	<p>SED 4 Social Relationships SED 4.4 Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p> <p>SS 1 Culture & Community</p>

<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. • Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. • Recognize and identify the roles of a wide variety of community helpers 	<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 1.4 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>
Social Connections	
Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Show a clear preference for familiar people. 	<p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Recognize children and others they spend a lot of time with 	<p>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Put self into categories based on age, gender, and physical characteristics 	<p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Identify self as a part of a specific family, preschool class, or 	<p>SED 4 Social Relationships SED 4.4 Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>

other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).	
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> Identify and express self as a part of several groups (e.g., family, preschool class, faith community). 	<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 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SED 4 Social Relationships SED 4.5 Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play</p>
Social Connections	
Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> Compare their own physical features with those of others by looking and touching. 	<p>SED 4 Social Relationships SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. Show awareness of similarities and differences among people and families during play. 	<p>SED 4 Social Relationships SED 4.3 Identifies emotions of others. Demonstrates concern for others. Identifies differences between self and others. Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>

<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Show acceptance of people who are different from themselves as well as people who are similar. • Given support and guidance, explore different cultural practices during play and planned activities. 	<p>SED 4 Social Relationships SED 4.4 Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p> <p>SS 1 Culture & Community SS 1.3 Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Show acceptance of people who are different from themselves as well as people who are similar. • Talk about how other children have different family members and family structures than their own • Show acceptance of different cultures through exploration of varying customs and traditions, past and present 	<p>SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SED 4 Social Relationships SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.</p> <p>SS 1 Culture & Community SS 1.3 Responds to the needs of others. Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others. SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
<p>Social Connections</p>	
<p>Children explore concepts connected with their daily experiences in their community.</p>	
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Use play to communicate what they know about their community 	<p>SED 4 Social Relationships SED 4.4 Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p>

<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Describe characteristics of the places where they live and play • Notice changes that happen over time • Notice and talk about weather conditions. • With prompting and support, participate as a member of a democratic classroom community 	<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.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>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.</p> <p>SS 2 Civics & Economics 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. Identifies value of differing coins.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Describe characteristics of the places where they live and play • Observe and talk about changes in themselves and their families over time. • Observe and talk about how people adapt to seasons and weather conditions • Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). • Demonstrate positive social behaviors and take personal responsibility as a member of a group 	<p>SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p> <p>SCI 1 Investigation & inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 2 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 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.</p>

Scientific Exploration and Knowledge	
Children observe and describe characteristics of living things and the physical world.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Observe and explore natural phenomena indoors and outdoors using all senses 	<p>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.</p> <p>SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use abilities to observe and explore natural phenomena indoors and outdoors with focus using all senses 	<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><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Participate in the care of living things with guidance and support • Show curiosity and investigate the world of nature indoors and outdoors 	<p>SCI 2 Natural & Earth Science SCI 3.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 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><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Participate in the care of living things, with guidance and support • Notice and react to the natural world and the outdoor environment. • Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and 	<p>SCI 2 Natural & Earth Science SCI 3.4 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 3.5 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 2.7 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>habitat.</p> <ul style="list-style-type: none"> • Notice and describe current weather conditions. • Notice and describe properties of materials and changes in substances • Participate in activities that help to care for the environment, with guidance and support 	
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). • Notice and react to the natural world and the outdoor environment. • Describe some things plants and animals need to live and grow • Take responsibility for the care of living things • Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. <ul style="list-style-type: none"> • Notice, describe, and attempt to explain properties of materials and changes in substances • Participate in activities that help to care for the environment and explain why they are important with guidance and support 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates. SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p> <p>SCI 3 Physical Science</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 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>
Scientific Exploration and Knowledge	
Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
<p><u>Infants: Birth to 12 Months</u></p> <ul style="list-style-type: none"> • Gather information through sight, hearing, taste, smell, and 	<p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>

<p>touch.</p> <ul style="list-style-type: none"> • Use multiple senses to focus intently on objects, displays, materials, or events. 	
<p><u>Young Toddlers: 8 to 21 Months</u></p> <ul style="list-style-type: none"> • Use all senses to examine the environment carefully • Use toys and other objects to make things happen • Explore objects and materials by handling them in many ways 	<p>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.</p> <p>CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p><u>Older Toddlers: 18 to 36 Months</u></p> <ul style="list-style-type: none"> • Investigate differences between materials • Use simple tools to manipulate and explore objects and materials, with guidance and support • Notice changes in materials when mixing and manipulating 	<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 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p><u>Younger Preschoolers: 36 to 48 Months</u></p> <ul style="list-style-type: none"> • Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. • Observe objects, materials, and everyday events, and describe what they notice • Ask questions to find out more about the natural world. CD-11k • With guidance and support, use simple tools to investigate objects and materials • Describe and predict changes that take place when mixing and manipulating materials. 	<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 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p><u>Older Preschoolers: 48 to 60 Months</u></p> <ul style="list-style-type: none"> • Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. 	<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 1.5 Asks questions or shows curiosity about scientific phenomenon.</p>

- Ask questions and identify ways to find answers
- Compare objects, materials, and phenomena by observing and describing their physical characteristics.
- Use an increasing variety of tools to investigate the world around them
- Make and check predictions through observations and experimentation, with adult support and guidance.
- Manipulate the environment to produce desired effects and invent solutions to problems
- Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. =
- Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float).

Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
 SCI 1.7 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.

SCI 4 Technology

SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.

SCI 3 Physical Science

SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
 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.

MR 7 Logic & Reasoning

MR 7.4 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.
 MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.

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.	

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

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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	
 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.									