



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Alaska Early Learning Guidelines**  
**Infants through Preschoolers**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Alaska Early Learning Guidelines Infants through Preschoolers**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

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



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



[2020 Alaska Early Learning Guidelines- Infants through Preschoolers](#)

Alaska Early Learning Guidelines-Infants Through Preschoolers

Developmental Continuum of the Experience Early Learning Skills

Physical Wellbeing, Health, and Motor Development	
Children engage in a variety of physical activities.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.</li> <li>• Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).</li> <li>• Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>PD 4 Personal Care</b> PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).</li> <li>• Show excitement when new toys and objects are used in play.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.2a Greets and stays near familiar people.</p> <p><b>MR 5 Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p><b>CA 3 Visual Arts</b></p>

	<p>CA 3.1b Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Try new activities that require physical movement, such as climbing on a chair, without adult assistance.</li> <li>• Participate actively in games, dance, outdoor play, and other forms of exercise.</li> <li>• Participate in playful and careful rough and tumble with close family or friends</li> <li>• Begin to participate in active games such as hide and seek and tag.</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p><b>SED 4 Social Relationships</b>  SED 4.2a Greets and stays near familiar people.  SED 4.2b Mimics actions of others.  SED 4.2c Explores people and their features side by side in a book or a mirror.  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.3b Helps or participates in an activity when asked.  SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).</li> <li>• Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).</li> <li>• Play actively with other children.</li> <li>• Spend most of the day moving and choosing activities and playmates.</li> <li>• Regularly participate in physical activity (walks, dances, plays organized or informal sports).</li> <li>• Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).</li> <li>• Participate in cooperative games with peers.</li> <li>• Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.  PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p><b>SED 4 Social Relationships</b>  SED 4.4a Joins a group and participates in group play.  SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.  SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.  SED 4.5a Initiates play, conversations and interactions with one or more persons.  SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.  SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

Children demonstrate strength and coordination of gross motor skills.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Open and close fingers.</li> <li>• Gain control of arm and leg movements</li> <li>• Kick legs and bat at dangling objects with hands.</li> <li>• Reach for feet and bring them to mouth.</li> <li>• Transfer objects from hand to hand.</li> <li>• Clap hands.</li> <li>• Roll over.</li> <li>• Once able to roll over, lift head and chest while on tummy.</li> <li>• Move into sitting position.</li> <li>• Sit with support and later, sit without support.</li> <li>• Rock back and forth on hands and knees and later, crawl.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.1a Tries to put one object inside another. MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Pull up self to standing, holding on to something or someone; later stand independently.</li> <li>• Walk holding on to furniture, then later as the primary means of moving around.</li> <li>• Enjoy pushing and pulling objects.</li> <li>• Throw objects while maintaining balance.</li> <li>• Stoop over to explore things on the ground.</li> <li>• Squat and stand back up again while maintaining balance.</li> <li>• Crawl or climb stairs, with assistance.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Primarily walk heel to toe, not tip toe.</li> </ul>	<p><b>PD 1 Gross Motor</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<ul style="list-style-type: none"> <li>● Carry toys or objects while walking.</li> <li>● Walk and run, changing both speed and direction; avoid obstacles.</li> <li>● Walk backwards.</li> <li>● Climb in and out of bed or onto a steady adult chair.</li> <li>● Enjoy pounding objects (hammers peg with accuracy).</li> <li>● Kick and throw a ball, but with little control of direction or speed.</li> <li>● Jump in place.</li> <li>● Balance on one foot briefly.</li> <li>● Bend over easily at the waist, without falling.</li> <li>● Walk in a straight line.</li> <li>● Walk up and down stairs, not alternating feet, without assistance.</li> <li>● Swing a small stick, bat or paddle.</li> <li>● Enjoy riding toys they can move by pushing their feet on the ground.</li> </ul>	<p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Walk and run in circular paths (around obstacles and corners).</li> <li>● Crawl through a play tunnel or under tables.</li> <li>● Climb on play equipment.</li> <li>● Throw beanbags or large lightweight ball with progressively more accuracy.</li> <li>● Catches large balls with two hands, with progressively more skill for smaller balls.</li> <li>● Kick ball forward.</li> <li>● Balance on one foot.</li> <li>● Hop forward on one foot without losing balance.</li> <li>● Jump on two feet and over small objects with balance and control.</li> <li>● Gallop comfortably.</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

<ul style="list-style-type: none"> <li>• Pedal steadily when riding tricycle.</li> <li>• Walk up and down stairs, using alternating feet, with less and less assistance.</li> <li>• Jump sideways.</li> <li>• Run with an even gait.</li> <li>• Maintain balance while bending or twisting.</li> <li>• Begin to use a racquet, paddle, bat, stick or club, or balls.</li> <li>• Hop with one foot at a time briefly.</li> <li>• Mount and pump a swing with no assistance.</li> <li>• Skip.</li> <li>• Run with an even gait and with few falls.</li> <li>• Hops on each foot separately without support.</li> <li>• Maintain balance while bending, twisting, or stretching.</li> <li>• Move body into position to catch a ball, then throw the ball in the right direction.</li> <li>• Kick a large ball with some accuracy.</li> <li>• Alternate weight and feet while skipping or using stairs.</li> <li>• Throw a medium-size ball with some accuracy.</li> <li>• Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.</li> </ul>	
<p>Children demonstrate stamina and energy in daily activities.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Show alertness during waking periods, which increases with age.</li> <li>• Cry persistently until needs are met.</li> <li>• Lift head, make facial expressions.</li> <li>• Initiate active play, exploring and interacting with environment.</li> <li>• Sustain physical activity for at least three to five minutes</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>PD 4 Personal Care</b></p>

<p>at a time (recognizing the unique capabilities of the child).</p> <ul style="list-style-type: none"> <li>• Sustain strength for increased periods of time as child ages.</li> </ul>	<p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.</li> <li>• Be eager to pull up and stand.</li> <li>• Enjoy walking with support such as cruising along furniture or holding on to fingers.</li> <li>• Be eager to climb up and down on furniture.</li> <li>• May climb out of crib.</li> <li>• Show persistence when crawling, walking or running.</li> <li>• Run with increasing speed and over greater distances.</li> <li>• Be on the move for longer periods of time.</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>SED 1 Self-Awareness</b>  SED 1.1b Vocalizes or moves to express wants and needs.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Participate actively in games, outdoor play, and other forms of physical movement.</li> <li>• Run spontaneously across the room or yard.</li> <li>• Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.</li> <li>• Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.</li> <li>• Sleep well, awakening rested and ready for daily activities.</li> <li>• Ride trikes or toys by pushing themselves along with their feet on the ground.</li> <li>• Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.</li> </ul>	<p><b>PD 1 Gross Motor</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p><b>PD 5 Nutrition</b>  PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.  PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>



<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Carry light objects, bags, or backpack for a short distance.</li> <li>• Repetitively practice new skills.</li> <li>• Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).</li> <li>• Follow along with guided movement activities, such a music and movement or child yoga/Zumba.</li> <li>• Ride a trike by pedaling for extended periods of time and distance.</li> <li>• Run 50 to 75 yards without stopping.</li> <li>• Engage in physical activities for at least one hour throughout each day.</li> <li>• Complete extended activities such as short hikes or bike rides with supportive adults.</li> <li>• Initiate physical activities (movement games with other children, dancing to music).</li> <li>• Pump on a swing for several minutes.</li> <li>• Skip for 2 minutes.</li> <li>• Jump and hop with increasing persistence.</li> </ul>	<p><b>PD 1 Gross Motor</b></p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>Children demonstrate strength and coordination of fine motor skills.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Track objects with eyes.</li> <li>• Grasp caregivers' fingers.</li> <li>• Consistently reach for toys, objects, and bottles with both hands.</li> <li>• Grasp objects with fingers and palm.</li> <li>• Transfer small objects from hand to hand.</li> <li>• Pick up object with thumb and forefinger.</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p><b>MR 1 Number Sense</b></p> <p>MR 1.1c Looks for an object that is taken out of sight.</p> <p><b>MR 4 Measurement</b></p> <p>MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>

	MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Mimic hand clapping or a good-bye wave.</li> <li>● Point with one finger.</li> <li>● Empty objects from containers.</li> <li>● Turn pages of large books, often turning multiple pages at the same time</li> <li>● Stack 2-3 small square blocks.</li> <li>● Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker).</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.2a 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><b>LLD 7 Writing</b></p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Turn book pages one page at a time, most of the time.</li> <li>● Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.</li> <li>● Fold blanket, cloth diaper, or paper, with assistance.</li> <li>● Pour liquid from small pitcher or cup.</li> <li>● Attempt to stack small wooden blocks into a tower 4-6 blocks high.</li> <li>● Open doors, with assistance, by turning and pulling doorknobs.</li> <li>● Use spoons and forks (sometimes) appropriately.</li> <li>● Work simple “insert” puzzles (completes simple puzzle, uses shape sorter box).</li> <li>● String large beads.</li> </ul>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p><b>PD 5 Nutrition</b></p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>

	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Eat with utensils.</li> <li>• Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).</li> <li>• Copy shapes and geometric designs.</li> <li>• Open and closes blunt scissors with one hand.</li> <li>• Cut paper on a straight line and on a curve but without precision.</li> <li>• Manipulate small objects with ease (strings beads, fits small objects into holes).</li> <li>• Fasten large buttons.</li> <li>• Use large zippers.</li> <li>• Increase strength in fingers with age, progressing to using a stapler or hole punch.</li> <li>• Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).</li> <li>• Write some recognizable letters or numbers.</li> <li>• Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).</li> <li>• Remove and replaces easy-to-open container lids.</li> <li>• Fold paper and makes paper objects (airplanes, origami), with assistance.</li> <li>• Cut, draw, glue with materials provided.</li> <li>• Tie knots and shoe laces, with assistance.</li> <li>• Print some letters in own name.</li> <li>• Button large buttons on clothing.</li> <li>• Tear tape off a dispenser without letting the tape get</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.3a Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5b Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>stuck to itself, most of the time.</p> <ul style="list-style-type: none"> <li>Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.</li> <li>Fit jigsaw puzzles with smaller pieces together.</li> </ul>	
<p>Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills).</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Respond by turning toward lights, sound, movement, and touch.</li> <li>Focus eyes on near and far objects.</li> <li>Enjoy gentle swinging and rocking.</li> <li>Enjoy seeing themselves in the mirror.</li> <li>Calm with caregiver assistance.</li> <li>Explore the environment with mouth and hands.</li> <li>Listen to music, nature and animal sounds.</li> <li>Move objects from one hand to the other.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1a Responds to name, explores hands and looks in mirror.  SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 2.1b Calms with support from caregiver.</p> <p><b>MR 2 Spatial Awareness</b>  MR 2.1a Tries to put one object inside another.  MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 2.1a Explores immediate environment using senses.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Coordinate eye and hand movements (puts objects into large container).</li> <li>Explore and responds to different surface textures (hard top tables, soft cushions).</li> <li>Accept new flavors and textures in food.</li> <li>Explore making sounds with instruments such as pianos/keyboards, horns, drums.</li> <li>Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p><b>MR 2 Spatial Awareness</b>  MR 2.1a Tries to put one object inside another.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p>

	<b>SCI 1 Investigation &amp; Inquiry</b> SCI 2.1a Explores immediate environment using senses.
18-36 Months: <ul style="list-style-type: none"> <li>Respond to music with body movements.</li> <li>Imitate animal sounds and movements.</li> <li>Enjoy sensory activities such as playing in the tub or making mud pies.</li> <li>Eat food with a variety of textures.</li> <li>Explore and gather materials of different textures (rocks, sticks, shells, leaves).</li> </ul>	<b>CA 1 Music</b> CA 1.1a Responds to sounds. CA 1.2b Responds to changes in sound, rhythm, volume or melody.  <b>CA 2 Dance &amp; Movement</b> CA 2.2b Moves body purposely. Sways or bounces to music.  <b>SCI 1 Investigation &amp; Inquiry</b> SCI 2.1a Explores immediate environment using senses. SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.
3-5 Years: <ul style="list-style-type: none"> <li>Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).</li> <li>Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).</li> <li>Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.</li> <li>Move their body in response to sound, marching or dancing with rhythm.</li> <li>Explore new foods through sight, smell and touch, eventually tasting.</li> <li>Enjoy watching their own image in photo albums, videos and their motions in the mirror.</li> <li>Match pairs of colors and patterns.</li> <li>Match pairs of similar sounds.</li> <li>Correctly identify high tones and low tones on a music instrument.</li> <li>Identify a variety of smells.</li> </ul>	<b>PD 5 Nutrition</b> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.  <b>MR 2 Spatial Awareness</b> MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2.4a Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.  <b>CA 1 Music</b> CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1.4a Uses voice, common objects or instruments to create music. Identifies self as a musician CA 1.4b Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction CA 1.5a Uses voice or instruments to express feelings or to mimic sound effects. CA 1.5b Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.

<ul style="list-style-type: none"> <li>• Echo back a rhythm of hand clapping or drumming.</li> <li>• Be willing to touch the unknown in a “feely bag”.</li> <li>• Match textures by feel such as plastic, furs, woods.</li> <li>• Experiment with music instruments.</li> <li>• Use materials to create mosaic patterns.</li> </ul>	<p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.3a Moves in own way to music and rhythm.</p> <p>CA 2.3b Follows the movements of others. Explores personal space and direction.</p> <p>CA 2.4a Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements</p> <p>CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2.5a Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.5b Follows a leader to perform a simple movement pattern.</p>
<p>Children practice health skills and routines.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Relax during bathing routines.</li> <li>• Respond to talking during diaper changing routines.</li> <li>• Allow you to wipe their gums after feeding.</li> <li>• Indicate anticipation of feeding on seeing breast, bottle, or food.</li> <li>• Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.</li> <li>• Demonstrate increasing ability to self-soothe and fall asleep.</li> </ul>	<p><b>SED 2 Self-Regulation</b></p> <p>SED 2.1b Calms with support from caregiver.</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p><b>PD 5 Nutrition</b></p> <p>PD 5.1 Cries when hungry or tired.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.1c Makes noises and gestures to communicate.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Wash and dry hands, with assistance.</li> <li>• Begin to brush gums and teeth with assistance.</li> <li>• Indicate needs and wants such as hunger or a dirty diaper.</li> <li>• Start to wean off pacifier (if used).</li> <li>• Go to bed without a bottle.</li> <li>• Remove loose clothing (socks, hats, mittens).</li> <li>• Assist with undressing, dressing, and diapering. Start to drink out of a cup.</li> </ul>	<p><b>SED 1 SelfAwareness</b></p> <p>SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b></p> <p>SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 2.1b Calms with support from caregiver.</p> <p><b>PD 4 Personal Care</b></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to</p>

<ul style="list-style-type: none"> <li>● Retrieve and put own shoes/coat away upon request.</li> <li>● Begin to clean up after meals with assistance.</li> </ul>	<p>participate in self-care activities. Points to body parts when prompted.</p> <p><b>PD 5 Nutrition</b> PD 5.1 Cries when hungry or tired.</p> <p><b>LLD 1 Listening</b> LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 1.1b Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b> LLD 2.1c Makes noises and gestures to communicate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Use tissue to wipe nose, with assistance.</li> <li>● Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.</li> <li>● Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).</li> <li>● Drink from an open cup independently.</li> <li>● Communicate with caregiver when he/she is not feeling well.</li> <li>● Wean from pacifier (if used).</li> <li>● Start brushing own hair with assistance.</li> <li>● Drink water from a cup before bed; no longer uses a bottle.</li> <li>● Cooperate and assist caregiver with tooth brushing.</li> <li>● Feed self with spoon.</li> <li>● Help put on their shoes and socks.</li> <li>● Show interest in toilet training and can use toilet regularly by 36 months, with assistance.</li> <li>● Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.</li> <li>● Clean up after a meal with little assistance.</li> </ul>	<p><b>PD 4 Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p> <p><b>PD 5 Nutrition</b> PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods. PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p><b>SED 2 Self-Regulation</b> SED 2.2c Cooperates during familiar routines and familiar activities. SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p><b>SED 4 Social Relationships</b> SED 4.3b Helps or participates in an activity when asked.</p>

### 3-5 Years:

- Use tissue to wipe own nose and throws tissue in wastebaskets.
- Take care of own toileting needs.
- Wash and dry hands before eating and after toileting, without assistance.
- Cooperate and assist caregiver with tooth brushing.
- Identify health products (shampoo, toothpaste, soap).
- Cover mouth when coughing.
- Recognize and communicate when experiencing symptoms of illness.
- Feed self with fork and spoon, without assistance.
- Clean up spills.
- Get a drink of water without assistance.
- Dress and undress with minimal help.
- Choose own clothes to wear, when asked.
- Put shoes on, without assistance.
- Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).
- Choose to rest when he/she is tired.
- Participate in helping younger siblings with personal care routines.
- Get own snack out of the cabinet.
- Begin to tie own shoes with assistance.
- Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.
- Wash face, without assistance.
- Cover mouth and nose when coughing and sneezing with elbow or tissue.
- Use fork, spoon, and (sometimes) a blunt table knife.
- Pour milk or juice easily and with minimal spills.
- Dress and undresses in easy pull-on clothes, without assistance.

### **SED 1 Self-Awareness**

SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help

SED 1.4a Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.

SED 1.5a Takes risks and pushes self to accomplish new tasks independently.

### **SED 2 Self-Regulation**

SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 2.4c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

SED 2.5c Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.

### **PD 4 Personal Care**

PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.

PD 4.4 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.

### **PD 5 Nutrition**

PD 5.3 Anticipates the need to eat, rest and drink. Feeds self 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 appropriate foods.



<ul style="list-style-type: none"> <li>● Brush and comb hair, with assistance.</li> <li>● Help select clothes appropriate for the weather.</li> </ul>	
Children Eat a Variety of Nutritious Foods.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Breast feed or bottle feed, (family preference).</li> <li>● Regulate when, how much, and how fast they eat.</li> <li>● Begin to try a variety of nutritious foods from all food groups, after 6 months of age.</li> <li>● Explore food with fingers, after 6 months.</li> <li>● Show interest in new foods.</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object</p> <p><b>PD 4 Personal Care</b> PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Begin to scoop food onto their plates with assistance.</li> <li>● Begin to eat finger foods.</li> <li>● Feed self with a spoon.</li> <li>● Grasp and drink from a cup.</li> <li>● Control how much, how fast, and what foods they eat.</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>PD 5 Nutrition</b> PD 5.1 Cries when hungry or tired. PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Begin to recognize and eat a variety of nutritious foods.</li> <li>● Tell the difference between food and nonfood items.</li> <li>● Make personal food choices among several nutritious options.</li> <li>● Try new foods when offered.</li> <li>● Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).</li> <li>● Scoop foods onto their plates with assistance.</li> <li>● Begin to help prepare simple food with assistance (tear</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p><b>PD 5 Nutrition</b> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p>

lettuce, cut up banana with dull knife.	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Participate in preparing nutritious snacks and meals.</li> <li>• Choose to eat foods that are healthy for the body, with assistance.</li> <li>• Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.</li> <li>• Be able to explain the primary function of certain foods (milk helps build strong bones).</li> <li>• Recognize foods from different food groups, with assistance.</li> <li>• Provide simple explanations for own and others' food allergies.</li> </ul>	<p><b>PD 4 Personal Care</b>  PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.  PD 4.4 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.  PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p> <p><b>PD 5 Nutrition</b>  PD 5.3 Anticipates the need to eat, rest and drink. Feeds self 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 appropriate foods.</p>
Children are kept safe, and learn safety rules.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Respond to danger cues from caregivers.</li> <li>• Understand difference between primary caregivers and strangers.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1 Calms with support from caregiver.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>PD 3 Safety</b>  PD 3.1 Expresses distress when needs are not met.</p> <p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1a Looks for familiar people and objects when given their names.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• React when caregiver says “no” but may need assistance to stop unsafe behavior.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1b Calms with support from caregiver.  SED 2.2b Soothes self by seeking a familiar adult or thing.</p>

<ul style="list-style-type: none"> <li>• Look to adults before starting an unsafe behavior.</li> <li>• Be able to tell who are his or her main caregivers, and who are strangers.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.2a Greet and stays near familiar people.</p> <p><b>PD 3 Safety</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1a Looks for familiar people and objects when given their names.  LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.</li> <li>• Know to hold caregiver's hand when walking in public places.</li> <li>• Begin to identify safe adults.</li> <li>• Be mostly willing to wear appropriate clothing for current conditions.</li> <li>• Tell an adult when someone hurts him/her or makes him/her feel bad.</li> </ul>	<p><b>PD 3 Safety</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.</p> <p><b>PD 4 Personal Care</b>  PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).</li> <li>• Use and ask to use helmets when riding on movable toys.</li> <li>• Carry scissors and pencils with points down to avoid accidents.</li> <li>• Begin to look both ways before crossing street or road, and know to cross with adult assistance.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help  MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.  MR 7.5 Plans steps to accomplish task and explores many possible solutions to a problem.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p>

- Recognize danger and poison symbols and avoid those objects or areas.
- Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.
- Understand the difference between “safe touch” and “unsafe touch”.
- Follow emergency drill instruction (fire, earthquake, tsunami).
- Begin to try to help getting buckled into car seat.
- Know not to accept rides, food, or money from strangers.
- Know to not talk with strangers unless trusted adult is present and gives permission.
- Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood).
- Identify local hazards (thin ice, wildlife, dogs, moving water, guns).
- Identify adults who can assist in dangerous situations (parent, teacher, police officer).
- Consistently follow safety rules.
- Understand why emergency drills are important.
- Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).
- Demonstrate safety rules as engages in dramatic play (“Tell your doll to keep his/her fingers away from the hot stove.”).

LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.  
 LLD 2.5a Tells stories and engages in conversations through multiple exchanges.

### **PD 3 Safety**

PD 3.3 Follows simple safety rules and avoids danger  
 PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.  
 PD 3.5 Describes reasons for safety rules and reminds others to follow them.

## **Social & Emotional Development**

Children develop positive relationships with adults.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Quiet when comforted.</li> <li>• Show preference for familiar adults (reaches for mom when she comes home).</li> <li>• Establish and maintain interactions with adults (cries out and then laughs when adult responds.)</li> <li>• Imitate familiar adults (smiles when adult smiles).</li> <li>• Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 2.1b Calms with support from caregiver.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.1b Enjoys turn-taking games such as peek-a-boo.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Become upset when separated from familiar adults.</li> <li>• Seek comfort from a familiar adult when upset or tired.</li> <li>• Respond to adult's verbal greeting (waves and smiles).</li> <li>• Engage with adults during play (puts shapes in shape sorter).</li> <li>• Respond positively to adult help most of the time.</li> <li>• Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1b Vocalizes or moves to express wants and needs.  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.1b Calms with support from caregiver.  SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.2a Greets and stays near familiar people.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).</li> <li>• Follow directions with support ("Let's go brush our teeth.").</li> <li>• Initiate interactions with adults (brings favorite book to the adult).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.2a Shows a range of emotions with facial expressions and gestures.  SED 2.2c Cooperates during familiar routines and familiar activities.  SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity</p>

<ul style="list-style-type: none"> <li>Communicate thoughts and feelings, likes and dislikes (“I want more.”, “No”).</li> <li>Seek independence (helps with dressing self).</li> <li>Follow basic safety guidelines (walks with adult when near street).</li> </ul>	<p>with help.</p> <p><b>LLD 1 Listening</b>  LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.  LLD 1.2b With prompts and gestures, follows a one-step direction.  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).</li> <li>Express affection for significant adult (“I love you.”).</li> <li>Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).</li> <li>Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).</li> <li>Ask questions of adults to obtain information (“Why are we doing this?”).</li> <li>Follow directions in different environments with minimal support (“Remember we use our whisper voices in the library.”).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.  SED 1.4a Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.4a Joins a group and participates in group play.  SED 4.5a Initiates play, conversations and interactions with one or more persons.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p>
<p>Children develop positive relationships with other children.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Show interest in and imitate other babies.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle</p>

<ul style="list-style-type: none"> <li>• Recognize children (vocalizes when familiar child enters room).</li> <li>• Respond positively to other children (smiles and laughs).</li> <li>• Play near other children (solitary and parallel play.)</li> <li>• Respond to upset child (becomes upset when another child cries).</li> <li>• Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).</li> </ul>	<p>touch. SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>LLD 2 Communication</b> LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.1a Attends to others in immediate environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).</li> <li>• Engage in problems regarding possession of items (takes toy, cries when toy is taken).</li> <li>• Imitate another child's behavior or activity (follows, laughs, pounds on drum).</li> <li>• Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).</li> <li>• Use gestures and a few words to communicate (says "mine" or "no").</li> <li>• Trade and shares toys with assistance.</li> <li>• Accept adult help to solve problems.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.2a Greets and stays near familiar people. SED 4.2b Mimics actions of others. SED 4.2c Explores people and their features side by side in a book or a mirror.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others. SS 1.1c Sees diverse features of people in books, toys and media.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.1a Attends to others in immediate environment SS 2.2a Participates in communal activities. SS 2.2b Expresses a desire for an object or action. Says me, mine.</p> <p><b>CA 4 Drama</b> CA 4.1a Imitates simple movements and facial expressions. CA 4.2a Mimics observed behaviors and words.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Be happy to see other children ("Denali is here!").</li> <li>• Play side-by-side with children, shares toys (parallel and</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people. SED 1.3b Expresses likes and dislikes.</p>

<p>associative play).</p> <ul style="list-style-type: none"> <li>● Share and takes turns, with assistance.</li> <li>● Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?").</li> <li>● Have preferred playmates.</li> <li>● Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do.").</li> <li>● Be aware of others' feelings (move towards upset child and offers a toy).</li> <li>● Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up).</li> <li>● Imitate roles and relationships through play ("I'm the mom and you're the brother.").</li> <li>● Use words and gestures to communicate ("Play with me", "Stop").</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.2a Greets and stays near familiar people.  SED 4.2c Explores people and their features side by side in a book or a mirror.  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.3b Helps or participates in an activity when asked.  SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p> <p><b>CA 4 Drama</b></p> <p>CA 4.2a Mimics observed behaviors and words.  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Separate willingly from adults to play with other children.</li> <li>● Make and maintains a positive relationship with at least one child (develops friendships).</li> <li>● Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).</li> <li>● Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").</li> <li>● Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it.").</li> <li>● Use mostly words and some gestures to communicate ("Do you want to play with me?").</li> <li>● Interact with other children positively ("I want to be the dad, who do you want to be?").</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.3b Helps or participates in an activity when asked.  SED 4.3c Identifies emotions of others. Demonstrates concern for others.  SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.  SED 4.5a Initiates play, conversations and interactions with one or more persons.  SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions  LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.  LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p><b>CA 4 Drama</b></p>



<ul style="list-style-type: none"> <li>• Share materials and toys, with assistance (“That is mine.” Adult: “You left it here and Carmen saw it.”). Helps other children and follows suggestions given by another child (“I’ll help you clean up.” “Ok, you do the blocks.”).</li> <li>• Have positive relationships in different settings (child has friends at school and church).</li> <li>• Maintain positive relationships with multiple children.</li> <li>• Show understanding of another child’s feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).</li> <li>• Attempt to solve problems, seeks adult assistance (“Can we take turns?”).</li> <li>• Share materials and toys with other children.</li> <li>• Initiate more complex cooperative play, with three or more children, for extended periods of time.</li> <li>• Play games with rules, with assistance (adult teaches a simple board game and then children play).</li> <li>• Play different roles and makes plans with children (leader, follower, dad, baby).</li> <li>• Complete projects with other children (children make a fort with sheets. The fort changes often.).</li> <li>• Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).</li> <li>• Demonstrate understanding of others’ intentions or motives (“You wanted my toy because yours broke.”).</li> </ul>	<p>CA 4.3a Uses words, actions and props to pretend. CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SED 3 Attention &amp; Persistence SED 3.3b Asserts a desire to start or end an activity. Asks for help as needed. SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.4b Initiates an activity and seeks help to complete it. SED 3.5b Demonstrates flexibility and imagination while working on a task.</p>
<p>Children demonstrate awareness of behavior and its effects.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Respond by quieting, smiling, cooing at loved ones and others.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>

<ul style="list-style-type: none"> <li>Engage in simple back and forth playful interactions with parent/caregiver.</li> <li>Explore face and other body parts of others (touch caregiver ears, hair, hands).</li> <li>Vocalize to caregivers for assistance, attention or need for comfort.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).</li> <li>Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).</li> <li>Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.2a Shows a range of emotions with facial expressions and gestures  SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.  SED 3.2a Attends to what others are looking at or pointing to.  SED 3.2b Repeats actions to gain a result.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.</li> <li>Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).</li> <li>Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2a Seeks out or responds to favorite or preferred toys, objects or people.  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.2a Shows a range of emotions with facial expressions and gestures.  SED 2.3a Experiments and role-plays with a range of emotions.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Asks why. Begins to understand how things are connected.</p>

	Recognizes a problem and asks for help.
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Show empathy for physically hurt or emotionally upset child.</li> <li>• Describe other children's positive, thoughtful, kind behaviors.</li> <li>• Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.").</li> <li>• Ask "why" questions about behavior he/she sees.</li> <li>• Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.</li> <li>• Describe how own actions make others feel and behave.</li> <li>• Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad.").</li> <li>• Cooperate with peers to complete a project with little conflict.</li> <li>• Guess how own and others' behavior will influence responses.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.3c Identifies emotions of others. Demonstrates concern for others.  SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.  SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.4a Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.3b 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.  SS 2.4b 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  SS 2.5b Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p><b>MR 7 Logic and Reasoning</b>  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.  MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.  MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Children participate positively in group activities.	
Birth-9 Months:	<b>SED 2 Self-Regulation</b>

<ul style="list-style-type: none"> <li>• Look at, reach out, or explore others and shows recognition by smiling, reaching, and/ or making sounds.</li> <li>• Focus briefly on other children and adults in family and community gatherings.</li> </ul>	<p>SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p><b>SED 3 Attention &amp; Persistence</b> SED 3.1a Focuses for a short time on a person, sound or thing.</p> <p><b>SED 4 Social Relationships</b> SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>9-18 Month:</p> <ul style="list-style-type: none"> <li>• Express joy with other children or when a familiar adult is present.</li> <li>• Begin to participate in simple play, side by side with other children.</li> <li>• Show increasing interest in family and community gatherings.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.1b Enjoys turn-taking games such as peek-a-boo. SED 4.2a Greets and stays near familiar people.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.1b Is exposed to family traditions or cultural events. SS 1.2b With help, participates in family traditions and customs.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Follow family routines (meal time behavior).</li> <li>• Show increasing excitement about being in the company of loved ones or trusted adults.</li> <li>• Begin to share and take turns, with assistance.</li> <li>• Participate in group games (chase, pretend play).</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.2a Greets and stays near familiar people. SED 4.3a Identifies and plays side by side with a new or familiar person.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.2b With help, participates in family traditions and customs. SS 1.3b Recognizes familiar symbols or artifacts of family traditions or customs.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Seek out other children to play with.</li> <li>• Notice and comment on who is absent from group settings.</li> <li>• Identify self as a member of a group (family, culture, school).</li> <li>• Use play to explore, practice and understand social roles.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.3a Identifies and plays side by side with a new or familiar person. SED 4.4a Joins a group and participates in group play. SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4.5a Initiates play, conversations and interactions with one or more persons. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>

<ul style="list-style-type: none"> <li>Join a group of other children playing, with adult encouragement.</li> </ul>	
Children adapt to diverse settings.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Actively observe surroundings.</li> <li>Show recognition of a new setting by changing behavior (look to parent for response).</li> <li>Explore new settings with guidance from caregiver.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1 Responds to name, explores hands and looks in mirror.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others.</p> <p><b>SS 3 Geography</b> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Begin to separate from primary caregiver in familiar settings outside home.</li> <li>Begin to explore and play in a range of familiar settings.</li> <li>Initiate simple social interactions with peers.</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others. SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 3 Geography</b> 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><b>SS 4 History &amp; Sense of Time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Separate from primary caregiver in familiar settings</li> </ul>	<p><b>SS 1 Culture &amp; Community</b> SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p>

<p>outside home.</p> <ul style="list-style-type: none"> <li>• Ask questions or acts in other uncertain ways in unfamiliar settings and environments.</li> <li>• Explore and play in a range of familiar settings.</li> <li>• Show comfort in a variety of places with familiar adults (home, community events, store, playground).</li> </ul>	<p>SS 1.3a Identifies familiar people and pets.</p> <p><b>SS 3 Geography</b>  SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.  SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.2 Observes events and begins to participate.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Explore objects and materials and interact with others in a variety of group settings.</li> <li>• Make smooth transitions from one activity/setting to the next during the day, with guidance.</li> <li>• Adjust behavior to different settings.</li> <li>• Express anticipation of special events in different settings.</li> <li>• Adjust to a variety of settings throughout the day.</li> <li>• Anticipate diverse settings and what will be needed in them, with assistance (“We are going to the library, so I will need the books.”).</li> </ul>	<p><b>SS 1 Culture &amp; Community</b>  SS 1.3a Identifies familiar people and pets.  SS 1.4a Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.  SS 1.5a Identifies roles of self and others and describes the job each may do.</p> <p><b>SS 3 Geography</b>  SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.  SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.  SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.3 Describes events as they happen. Uses words such as first, then.  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.  SS 4.5 Uses language of time to describe familiar sequences of events.</p>
Children demonstrate empathy for others.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Watch and observe adults and children.</li> <li>• Smile when they see a smiling face.</li> <li>• May cry when another child cries.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.</p> <p><b>SED 4 Social Relationships</b></p>

<ul style="list-style-type: none"> <li>• With assistance begin to notice animals and plants in nature/outdoors.</li> </ul>	<p>SED 4.1b Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.  LLD 2.1c Makes noises and gestures to communicate.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1a Explores immediate environment using senses.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.</li> <li>• Begin to help other children who are sad or hurt.</li> <li>• Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.2a Attends to what others are looking at or pointing to.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.  LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1a Explores immediate environment using senses.  SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Notice other children who are happy or sad.</li> <li>• Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).</li> <li>• Name emotions experienced by self and others.</li> <li>• Express how another child might feel ("She is crying and must be sad.").</li> <li>• Express interest and excitement about animals and other living things.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.2a Greets and stays near familiar people.  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p> <p><b>LLD 2 Communication</b>  LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in</p>

	<p>immediate environment.  SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Notice and show concern for another child's feelings.</li> <li>• Adopt a variety of roles and feelings during pretend play.</li> <li>• Care for and doesn't destroy plants, flowers and other living things with guidance.</li> <li>• Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves.").</li> <li>• Comfort family members or friends who are not feeling well or are upset.</li> <li>• Express excitement about special events and accomplishments of others.</li> <li>• Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg.").</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.3c Identifies emotions of others. Demonstrates concern for others.  SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.  SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.  LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.  LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.  SCI 2.4a Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why</p>
Children recognize, appreciate, and respect similarities and differences in people.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Focus on primary caregivers, family for periods that grow longer as the child ages.</li> <li>• Distinguish primary caregivers from others.</li> <li>• Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1b Calms with support from caregiver.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>PD 2 Fine Motor</b></p>



	<p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.1a Looks for familiar people and objects when given their names.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Observe body parts and self in mirror.</li> <li>● Focus attention on others.</li> <li>● Notice others' physical characteristics.</li> <li>● Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.2a Recognizes self in photos or in a mirror.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1b Calms with support from caregiver. SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p><b>SED 3 Attention &amp; Persistence</b> SED 3.1a Focuses for a short time on a person, sound or thing.</p> <p><b>SED 4 Social Relationships</b> SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person. SED 4.2c Explores people and their features side by side in a book or a mirror.</p> <p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.1c Sees diverse features of people in books, toys and media. SS 1.2c Explores people and their features side by side in a book or a mirror.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Begin to play in presence of other children.</li> <li>● Ask simple questions about other children.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.2a Greets and stays near familiar people. SED 4.3a Identifies and plays side by side with a new or familiar person.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Identify gender and other basic similarities and</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.3a Identifies and plays side by side with a new or familiar person.</p>

<p>differences between self and others.</p> <ul style="list-style-type: none"> <li>• Compare similarities or differences of others (hair color, skin color).</li> <li>• Develop awareness, knowledge and appreciation of own gender and cultural identity.</li> <li>• Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.</li> <li>• Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.</li> <li>• Recognize others' abilities in certain areas (Maria is a fast runner).</li> <li>• Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).</li> <li>• Notice that children might use different words for the same object.</li> <li>• Explore a situation from another's perspective.</li> </ul>	<p>SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.3c Identifies physical similarities and differences between self and others.</p> <p>SS 1.4c Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1.5c Asks questions about how others live, eat, play and believe.</p> <p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p>
<p>Children show awareness of their unique self.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Vocalize to caregivers for assistance, attention, or need for comfort.</li> <li>• Explore own body (observes hands, reaches for toes).</li> <li>• Explore the face and other body parts of others (touches caregivers' ears, hair, hands).</li> <li>• Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.</li> <li>• Show preference for primary caregivers.</li> <li>• Identify familiar objects (bottle, blanket.)</li> <li>• Smile at self in mirror.</li> <li>• Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do</li> </ul>	<p><b>SED 1 Self-Awareness</b></p> <p>SED 1.1a Responds to name, explores hands and looks in mirror.</p> <p><b>SED 4 Social Relationships</b></p> <p>SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.1a Uses vocalizations and gestures to communicate.</p>

<p>things.</p> <ul style="list-style-type: none"> <li>● Point or moves toward desired people or objects.</li> <li>● Play with one object more often than others.</li> <li>● Repeat a motion or noise to see if outcome is the same.</li> <li>● Indicate preferences by accepting or refusing certain foods.</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>MR 3 Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Respond with head turn, gesture or vocalization when name is spoken.</li> <li>● Respond or come when called by a familiar adult.</li> <li>● Show awareness of self in voice, mirror image, and body.</li> <li>● Attempt to complete basic daily living tasks (eating, getting dressed).</li> <li>● Show preference for familiar adults and peers.</li> <li>● Point or move toward desired people or objects.</li> <li>● Repeat a motion or noise to see if outcome is the same.</li> <li>● Protest when does not want to do something (arch back when doesn't want to sit in high chair).</li> <li>● Respond to requests for action (claps for the song).</li> <li>● Point to at least two body parts, when asked.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.2a Recognizes self in photos or in a mirror.</p> <p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.2a Greets and stays near familiar people.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>LLD 1 Listening</b> LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p><b>LLD 2 Communication</b> LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.</p> <p><b>LLD 3 Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p>

	<p><b>MR 3 Shapes</b> MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Test limits and strive for independence.</li> <li>• Recognize and call attention to self when looking in the mirror or at photographs.</li> <li>• Identify self and uses own name when asked (“I am a boy.” “My name is Rueben.”).</li> <li>• Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).</li> <li>• Occupy self appropriately for brief periods of time (10 to 15 minutes).</li> <li>• Identify objects as belonging to him or her.</li> <li>• Point to and names some of own body parts.</li> <li>• Show preference for familiar adults and peers.</li> <li>• Make choices when given two to three options to choose (what clothes to wear).</li> <li>• Show preference for favorite books, toys, and activities.</li> <li>• Indicate preferences and intentions by answering yes/no questions (“Are you done with that?” “Are you still using it?” “Can José use it now?”).</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.2a Recognizes self in photos or in a mirror. SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people. SED 1.3b Expresses likes and dislikes.</p> <p><b>SED 2 Self-Regulation</b> SED 2.2a Soothes self by seeking a familiar adult or thing. SED 2.3a Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p><b>SED 3 Attention &amp; Persistence</b> SED 3.3b Asserts a desire to start or end an activity. Asks for help as needed.</p> <p><b>PD 4 Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p><b>LLD 2 Communication</b> LLD 2.2a Uses a few words, signs or wordlike sounds to communicate. LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Describe self as a person with a mind, a body, and feelings.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.4b When given two to three options, chooses his/her most desired option. SED 1.5b Takes initiative to pursue interests. Describes and compares</p>

- Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.
- Choose individual activities (doing puzzles, painting).
- Participate in pretend play, assuming different roles.
- Describe family members and begin to understand their relationship to one another.
- Show awareness of own thoughts, feelings, and preferences.
- Describe own basic physical characteristics.
- Try to get his/her way and express clear preferences.
- Test abilities through trial and error.
- Test limits set by caregiver.
- Develop awareness, knowledge, and appreciation of own gender and cultural identity.
- Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.
- Share information about self with others.
- Know some important personal information (family's name, street name).
- Play alone and with others, and enjoy him or herself.
- Accept responsibilities and follow through on (helps with chores).
- Request quiet time and space.
- Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").
- Describe own skills and abilities in certain areas ("I like to paint.").
- Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).
- Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").

preferences of self and others.

## **SED 2 Self-Regulation**

SED 2.3a Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2.4a Recognizes and names a few personal feelings.

SED 2.5a Identifies and describes personal feelings.

## **SED 3 Attention & Persistence**

SED 3.3b Asserts a desire to start or end an activity. Asks for help as needed.

SED 3.4b Initiates an activity and seeks help to complete it.

SED 3.5b Demonstrates flexibility and imagination while working on a task.

## **PD 4 Personal Care**

PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.

PD 4.4 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.

PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.

## **LLD 2 Communication**

LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.

LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2.5a Tells stories and engages in conversations through multiple exchanges.

LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

Children demonstrate belief in their abilities to control motivation, behavior and social environment.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).</li> <li>• Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).</li> <li>• Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.</li> <li>• Smile when succeeding in a task/activity.</li> </ul>	<p><b>MR 2 Spatial Awareness</b>  MR 2.1a Tries to put one object inside another.  MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p><b>MR 3 Shapes</b>  MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR 4 Measurement</b>  MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.  MR 4.2 Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Explore environment at increasing distances from caregiver, returning for reassurances.</li> <li>• Look to caregiver when accomplishing new tasks (standing or walking).</li> <li>• Give objects or toys to others (pick up ball, then reach to give it to caregiver).</li> <li>• Smile and express joy when succeeding in a task/activity.</li> </ul>	<p><b>MR 2 Spatial Awareness</b>  MR 2.1a Tries to put one object inside another.  MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p><b>MR 3 Shapes</b>  MR 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>MR 4 Measurement</b>  MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.  MR 4.2 Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>SS 3 Geography</b></p>

	<p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.1 Uses body language to express feelings.</p> <p>CA 2.2 Uses purposeful gestures and body language to communicate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Want to take care of self.</li> <li>• Recognize own accomplishments.</li> <li>• Show completed projects (drawing, pile of blocks) to caregiver.</li> <li>• Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult sized broom).</li> <li>• Seek help after trying something new or challenging.</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents.</p> <p>MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>MR 4 Measurement</b></p> <p>MR 4.2b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p>MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> <p><b>SCI 3 Physical Science</b></p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p><b>SS 3 Geography</b></p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.2a Uses purposeful gestures and body language to communicate.</p> <p>CA 2.3b Follows the movements of others. Explores personal space and</p>

	direction.
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Express delight with mastery of a skill (“I did it myself.”).</li> <li>Ask others to view own creations (“Look at my picture.”).</li> <li>Demonstrate confidence in own abilities (“I can climb to the top of the big slide!”).</li> <li>Express own ideas and opinions.</li> <li>Enjoy process of creating.</li> <li>Take on new tasks and improve skills with practice (catching a ball).</li> <li>Express delight over a successful project and want others to like it too.</li> <li>Start a task and work on it until finished.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>            SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.            SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project.            SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p><b>LLD 2 Communication</b>            LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>MR 2 Spatial Awareness</b>            MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.            MR 2.4a Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.            MR 2.5a Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>            SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.            SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.            SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
Children understand and follow rules and routines.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Develop increasing consistency in sleeping, waking, and eating patterns.</li> <li>Participate in routine interactions (quiet body when</li> </ul>	<p><b>SED 2 Self-Regulation</b>            SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.            SED 2.1b Calms with support from caregiver.</p>



<p>picked up, cooperates in dressing).</p> <ul style="list-style-type: none"> <li>Anticipate routine interactions (lift arms toward caregiver to be picked up).</li> </ul>	<p>SED 2.1c Reacts to changes in tone of voice or expression.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)</li> <li>Follow some consistently set rules and routines.</li> <li>Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).</li> <li>Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1c Reacts to changes in tone of voice or expression. SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p><b>MR 2 Spatial Awareness</b> MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Test limits and strive for independence.</li> <li>Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).</li> <li>Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).</li> <li>Accept transitions and changes in routines with adult support.</li> <li>Anticipate consequences for not following rules.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.3b Expresses likes and dislikes.</p> <p><b>SED 2 Self-Regulation</b> SED 2.2c Cooperates during familiar routines and familiar activities. SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p><b>LLD 1 Listening</b> LLD 1.1b Responds to conversation in environment and imitates actions. LLD 1.2b With prompts and gestures, follows a one-step direction.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Participate easily in routine activities (meal time, snack time, bedtime).</li> <li>Follow simple rules without reminders (handles toys with care).</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2.4c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2.5c Follows daily routines on own. With support, negotiates ways to</p>

<ul style="list-style-type: none"> <li>• Demonstrate increasing ability to use materials purposefully, safely, and respectfully.</li> <li>• Adapt to changes in daily schedule.</li> <li>• Predict what comes next in the day, when there is an established and consistent schedule.</li> <li>• Manage transitions and adapt to changes in schedules and routines with adult support.</li> <li>• Engage in and complete simple routines without assistance (puts coat on to go outside to play).</li> <li>• Follow rules in different settings (lower voice when enters library).</li> <li>• Explain simple family or classroom rules to others.</li> <li>• Manage transitions and adapt to changes in schedules and routines independently.</li> </ul>	<p>handle nonroutine transitions.</p> <p><b>SED 2 Self-Regulation</b> SED 2.5b Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p><b>LLD 1 Listening</b> LLD 1.3b Follows related two-step directions given verbally LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1.5b With prompting, follows multi-step directions given verbally.</p>
<p>Children regulate their feelings and impulses.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).</li> <li>• Relax or stop crying when comforted (when swaddled or spoken to softly).</li> <li>• Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).</li> <li>• Communicate need for support or help from adults (hold out arms when tired).</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1b Calms with support from caregiver.</p> <p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p><b>PD 4 Personal Care</b> PD 4.1 Cries when hungry or tired.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Look to or seek comfort when distressed and accept comfort from a familiar adult.</li> <li>• Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1b Calms with support from caregiver. SED 2.2a Shows a range of emotions with facial expressions and gestures.</p> <p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p>

	<b>PD 4 Personal Care</b> PD 4.1 Cries when hungry or tired.
18-36 Months: <ul style="list-style-type: none"> <li>• Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.</li> <li>• Name some emotions (happy, excited, sad, mad, tired, angry, scared).</li> <li>• Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).</li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.2b Soothes self by seeking a familiar adult or thing. SED 2.3a Experiments and role-plays with a range of emotions. SED 2.3b Mimics breathing and calming strategies. Practices waiting for a turn.
3-5 Years: <ul style="list-style-type: none"> <li>• Express strong emotions constructively, at times with assistance.</li> <li>• Recognize own feelings and desire to control self, with assistance.</li> <li>• Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).</li> <li>• Wait for turn and sometimes show patience during group activities.</li> <li>• Stick with difficult tasks without becoming overly frustrated.</li> <li>• Express self in safe and appropriate ways (express anger or sadness without fights.)</li> <li>• Show ability to control destructive impulses, with guidance.</li> <li>• Seek peaceful resolution to conflict.</li> <li>• Stop and listen to instructions before jumping into activity, with guidance.</li> </ul>	<b>SED 2 Self-Regulation</b> SED 2.3a Experiments and role-plays with a range of emotions. SED 2.3b Mimics breathing and calming strategies. Practices waiting for a turn. SED 2.4a Recognizes and names a few personal feelings. SED 2.4b Controls impulses with reminders. SED 2.5a Identifies and describes personal feelings. SED 2.5b Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.  <b>SED 3 Attention &amp; Persistence</b> SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult. SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions.
Children express appropriately a range of emotions.	

<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.</li> <li>• Frown in response to discomfort or inability to do something.</li> <li>• Smile, wave, or laugh in response to positive adult interaction.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p><b>LLD 2 Communication</b> LLD 2.1a Uses vocalizations and gestures to communicate.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Respond to emotional cues and social situations (cry when other babies cry).</li> <li>• Smile, wave, or laugh in response to positive adult interaction.</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b> SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p><b>SED 4 Social Relationships</b> SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>LLD 2 Communication</b> LLD 2.1a Uses vocalizations and gestures to communicate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.</li> <li>• Name emotions (happy, excited, sad, mad, tired, scared).</li> <li>• Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.3a Experiments and role-plays with a range of emotions.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.2a Uses purposeful gestures and body language to communicate. CA 2.3b Follows the movements of others. Explores personal space and direction.</p>
<p>3-5 Years:</p>	<p><b>SED 1 Self-Awareness</b> SED 1.3b Expresses likes and dislikes.</p>

<ul style="list-style-type: none"> <li>• Name and talk about own emotions.</li> <li>• Use pretend play to understand and respond to emotions.</li> <li>• Associate emotions with words and facial expressions.</li> <li>• Express a broad range of emotions across settings, during play and interactions with peers and adults.</li> <li>• Share own excitement with peers, caregivers, and adults.</li> <li>• Acknowledge sadness about loss (change in caregiver, divorce, or death).</li> <li>• Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).</li> </ul>	<p>SED 1.4b When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5b Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p><b>SED 2 Self-Regulation</b></p> <p>SED 2.4a Recognizes and names a few personal feelings.</p> <p>SED 2.4b Controls impulses with reminders.</p> <p>SED 2.5a Identifies and describes personal feelings.</p> <p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p>Children demonstrate awareness of family characteristics and functions.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Kick legs and squeal when familiar adult appears.</li> <li>• Initiate contact with caregivers.</li> <li>• Develop and maintains trusting relationships with primary caregiver.</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p><b>SCI 3 Physical Science</b></p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Show affection (hugs and kisses) to familiar adults.</li> <li>• Address at least two family members by name.</li> <li>• Recognize immediate family members in photographs.</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p><b>SCI 3 Physical Science</b></p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks</p>

	<p>feet or shakes arms to make other objects move.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others.</p> <p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1a Looks for familiar people and objects when given their names.  LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Recognize family members by voice. Know own first and last names.</li> <li>Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”).</li> <li>Pretend to nurture a doll by feeding and talking to it.</li> <li>Give names to toys and dolls that reflect family and circle of friends.</li> <li>Identify boys and girls.</li> <li>Recognize that family members’ hunting will provide for family.</li> <li>Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1a Looks for familiar people and objects when given their names.  LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.2a Recognizes the difference between a familiar and unfamiliar person.  SS 1.3a Identifies familiar people and pets.</p> <p><b>CA 4 Drama</b>  CA 4.2a Uses words, actions and props to pretend.  CA 4.2b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  CA 4.3a Plays a role in group dramatic play.  CA 4.3b Uses an object as a replacement for a realistic prop or real object.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Recognize extended family members (cousins, aunts, uncles).</li> <li>Talk about how other children have different family compositions.</li> <li>Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.4c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.  SED 2.5c Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p><b>LLD 2 Communication</b>  LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>

	<b>SS 2 Civics &amp; Economics</b> SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness SS 2.5a Applies familiar rules and suggests new rules in a variety of situations.
Children demonstrate awareness of their community, human interdependence, and social roles.	
Birth-9 Months: <ul style="list-style-type: none"> <li>Begin to watch other children.</li> <li>Reach out to touch other children or grab their toys.</li> </ul>	<b>SED 3 Attention &amp; Persistence</b> SED 3.1a Focuses for a short time on a person, sound or thing. SED 3.1b Shifts attention from one person or thing to another.  <b>SS 1 Culture &amp; Community</b> SS 1.1b Is exposed to family traditions or cultural events.
9-18 Months: <ul style="list-style-type: none"> <li>Recognize the names of other children.</li> <li>Recognize family members of other children.</li> <li>Begin to participate in simple parallel play with other children.</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.3a Identifies and plays side by side with a new or familiar person.  <b>LLD 4 Alphabetic Knowledge</b> LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.  <b>SS 2 Civics &amp; Economics</b> SS 2.1a Attends to others in immediate environment. SS 2.2a Participates in communal activities.
18-36 Months: <ul style="list-style-type: none"> <li>Identify the possessions of other children.</li> <li>Show interest in peers by including them in play, referring to them by name.</li> <li>Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).</li> <li>Participate in family routines.</li> </ul>	<b>SED 4 Social Relationships</b> SED 4.2a Greets and stays near familiar people. SED 4.3a Identifies and plays side by side with a new or familiar person.  <b>SS 1 Culture &amp; Community</b> SS 1.1b Is exposed to family traditions or cultural events. SS 1.2b With help, participates in family traditions and customs. SS 1.3b Recognizes familiar symbols or artifacts of family traditions or customs.

<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Recognize others' capabilities in specific area ("That woman is good at fixing cars.").</li> <li>● Identify some types of jobs and some of the tools used to perform those jobs.</li> <li>● Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.3b Helps or participates in an activity when asked.  SED 4.4a Joins a group and participates in group play.  SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.  SED 4.5a Initiates play, conversations and interactions with one or more persons.  SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p><b>CA 4 Drama</b>  CA 4.4a Plays a role in group dramatic play.  CA 4.5a Assigns roles and plays out unscripted scenes in dramatic play</p>
<p>Children demonstrate civic responsibility.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Look to caregivers for assistance and guidance.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Follow simple directions.</li> <li>● Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).</li> <li>● Request assistance when needed.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1b Enjoys turn-taking games such as peek-a-boo.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>PD 3 Safety</b>  PD 3.1 Expresses distress when needs are not met.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Try out roles and relationships through dramatic and pretend play.</li> <li>● Begin to recognize that there may be different rules in different places (school rules may be different from those at home).</li> <li>● Help adult with simple chores.</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b>  SS 2.2a Participates in communal activities.  SS 2.3a Recognizes and attends to authority figures.</p> <p><b>CA 4 Drama</b>  CA 4.3a Mimics observed behaviors and words.  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>



<ul style="list-style-type: none"> <li>● Follow adult directions when given simple guidance.</li> <li>● Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.2b With prompts and gestures, follows a one-step direction. LLD 1.3b Follows related two-step directions given verbally.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Show awareness of group rules (wait before painting because the easels are full).</li> <li>● Help to make rules for free choice play (“Only four people at the sand table.”).</li> <li>● Follow rules while playing games and reminds others of the rules.</li> <li>● Respond to another child’s needs by sometimes giving and sharing.</li> <li>● Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).</li> <li>● Invite other children to join groups or other activities.</li> <li>● With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.</li> <li>● Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.3a Recognizes and attends to authority figures. SS 2.3b 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. SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2.4b 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. Ss 2.5a Applies familiar rules and suggests new rules in a variety of situations. SS 2.5b Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Children demonstrate awareness and appreciation of their own and others’ cultures.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).</li> <li>● Use gestures to communicate their interest in objects and people.</li> </ul>	<p><b>SED 4 Social Relationships</b></p> <p>SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>SS 1 Culture &amp; Community</b></p> <p>SS 1.1a Responds to primary caregivers. Recognizes self as being separate</p>

<ul style="list-style-type: none"> <li>● Smile when someone familiar smiles at them.</li> <li>● Focus their attention on others and engage in interactions.</li> <li>● Kick their legs or reach with their arms when they see a familiar person.</li> <li>● Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.</li> </ul>	<p>from others.  SS 1.1b Is exposed to family traditions or cultural events.  SS 1.1c Sees diverse features of people in books, toys and media.</p> <p><b>SS 2 Civics &amp; Economics</b>  SS 2.1a Attends to others in immediate environment.  SS 2.1b Grasps and releases objects.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.1 Focuses on interactions with others for a short time.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.</li> </ul>	<p><b>SED 2 Self-Regulation</b>  SED 2.1b Calms with support from caregiver.  SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others.  SS 1.1b Is exposed to family traditions or cultural events.  SS 1.1c Sees diverse features of people in books, toys and media.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● “Chat” with family members, although only half of the words they use may be recognizable.</li> <li>● Identify known people in photographs.</li> <li>● Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.</li> <li>● Identify basic similarities and differences between themselves and others.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1a Recognizes self in photos or in a mirror.  SED 1.1b Seeks out or responds to favorite or preferred toys, objects or people.  SED 1.2a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p><b>LLD 2 Communication</b>  LLD 2.1c Makes noises and gestures to communicate.  LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.1a Responds to primary caregivers. Recognizes self as being separate</p>

	<p>from others.</p> <p>SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1.3a Identifies familiar people and pets.</p> <p>SS 1.3c Identifies physical similarities and differences between self and others.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Follow rules and understand that there may be different rules for different places.</li> <li>Share information about their family and community.</li> <li>Identify themselves as members of a family or classroom.</li> <li>Create art that contains realistic elements (pointing to one of their drawings and saying “This is my house.”).</li> <li>Engage in pretend play and act out different settings or events that happen at home (being a doll’s “Daddy” or using a spoon to feed a doll).</li> <li>Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).</li> <li>Demonstrate an awareness of and appreciation for personal characteristics (“That man is nice.”, “She has red hair.”).</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b> SED 3.4b Initiates an activity and seeks help to complete it.</p> <p><b>SS 1 Culture &amp; Community</b> SS 1.3c Identifies physical similarities and differences between self and others. SS 1.4a Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1.4b Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1.5b Identifies roles of self and others and describes the job each may do.</p> <p><b>SS 2 Civics &amp; Economics</b> SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p><b>CA 4 Drama</b> CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4.4a Plays a role in group dramatic play.</p>
<b>Approaches to Learning</b>	
Children show curiosity and interest in learning.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Show interest in people by changing behavior.</li> <li>React to new voices or sounds by turning in the direction of sound.</li> <li>Show interest, explore, manipulate, or stare at new</li> </ul>	<p><b>SED 1 Self-Awareness</b> SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 3 Attention &amp; Persistence</b> SED 3.1a Focuses for a short time on a person, sound or thing.</p>

<p>objects in the environment.</p> <ul style="list-style-type: none"> <li>● Use all senses to explore the environment (reaching out to touch rain).</li> </ul>	<p>SED 3.1b Shifts attention from one person or thing to another.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.1b Enjoys turn-taking games such as peekaboo.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>PD 3 Safety</b>  PD 3.1 Expresses distress when needs are not met.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).</li> <li>● Express desire to feed self.</li> <li>● Select a book, toy, or item from several options.</li> <li>● Point to desired people, places, objects and take action.</li> <li>● Show likes and dislikes for activities, experiences, and interactions.</li> <li>● Actively resist items or actions that are unwanted.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.  SED 3.2b Repeats actions to gain a result.</p> <p><b>SED 4 Social Relationships</b>  SED 4.1a Responds to primary caregivers through eye contact and gentle touch.  SED 4.1b Enjoys turn-taking games such as peek-a-boo.  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.  SED 4.2a Repeats actions to gain a result.</p> <p><b>PD 3 Safety</b>  PD 3.1 Expresses distress when needs are not met.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>PD 5 Nutrition</b>  PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).</li> <li>● Ask simple “wh” questions (why, what, where).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

<ul style="list-style-type: none"> <li>• Try new ways of doing things and begin to take some risk.</li> <li>• Initiate play with others.</li> <li>• Choose one activity over another and pursue it for a brief period of time.</li> <li>• Show interests in wanting to take care of self (dressing).</li> <li>• Initiate activities at caregivers' suggestions.</li> <li>• Seek and take pleasure in both new and repeated skills and experiences.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.2b Answers "where" questions by pointing.  LLD 6.3b Answers "what" questions about stories and books. Recalls the name of the main character.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Ask others for information ("What is that?" "Why is the moon round?").</li> <li>• Use "Why" to get additional information.</li> <li>• Develop personal interests (trains, farm animals).</li> <li>• Ask a peer to join in play.</li> <li>• Join a play activity already in progress.</li> <li>• Select new activities during play time (select characters for dress-up).</li> <li>• Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).</li> <li>• Engage in discussions about new events and occurrences ("Why did this happen?")</li> <li>• Ask questions about changes in his/her world.</li> <li>• Look for new information and want to know more about personal interests.</li> <li>• Develop increasing complexity and persistence in using familiar materials.</li> <li>• Form a plan for an activity and act on it.</li> <li>• Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3b Expresses likes and dislikes.  SED 1.4b When given two to three options, chooses his/her most desired option.  SED 1.5b Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult  SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project.  SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p><b>SED 4 Social Relationships</b>  SED 4.3a Identifies and plays side by side with a new or familiar person.  SED 4.4a Joins a group and participates in group play.  SED 4.5a Initiates play, conversations and interactions with one or more persons.</p> <p><b>PD 3 Safety</b>  PD 3.3 Follows simple safety rules and avoids danger.  PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.  PD 3.5 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p>

Children persist when facing challenges.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Establish eye contact with caregiver(s).</li> <li>• Recognize caregivers and show emotion.</li> <li>• Examine a face, toy, or rattle for brief period of time.</li> <li>• Repeat simple motions or activities (swats at mobile, consistently reaches for objects).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1a Responds to name, explores hands and looks in mirror.  SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Remember where favorite items are stored.</li> <li>• Attempt in self-help activities.</li> <li>• Try different ways of doing things.</li> <li>• Focus on caregiver, material or toy (such as a book) for short periods of time.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.  SED 3.2a Attends to what others are looking at or pointing to.  SED 3.2b Repeats actions to gain a result.</p> <p><b>LLD 5 Concepts of Print</b>  LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.1a Interacts by reaching for or patting when a book is read.  LLD 6.1b Holds book and looks intently at each page.  LLD 6.2a Points to pictures and repeats words from familiar stories.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Show interest in favorite activities over and over again.</li> <li>• Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).</li> <li>• Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).</li> <li>• Insist on some choices (what to wear, completing a project).</li> <li>• Seek and accept assistance when encountering a</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.  SED 1.3b Expresses likes and dislikes.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.2b Repeats actions to gain a result.  SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.  SED 3.3b Asserts a desire to start or end an activity. Asks for help as</p>

<p>problem.</p> <ul style="list-style-type: none"> <li>Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).</li> </ul>	<p>needed.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.2a Points to pictures and repeats words from familiar stories.  LLD 6.3a Talks about pictures and ideas in familiar stories.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Focuses on tasks of interest to him/her.</li> <li>Remains engaged in an activity for at least 5 to 10 minutes at a time.</li> <li>Completes favorite tasks over and over again.</li> <li>Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).</li> <li>Uses at least two different strategies to solve a problem.</li> <li>Participates in meal time with few distractions.</li> <li>Works on a task over a period of time, leaving and returning to it (block structure).</li> <li>Shifts attention back to activity at hand after being distracted.</li> <li>Focuses on projects despite distractions.</li> <li>Accepts reasonable challenges and continues through frustration.</li> <li>Cooperates with a peer or adult on a task.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.  SED 1.4a Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.  SED 1.5a Takes risks and pushes self to accomplish new tasks independently.</p> <p><b>SED 3 Attention &amp; Persistence</b>  SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult  SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project.  SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.  MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.  MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Children demonstrate initiative.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Engage in and actively explore new and familiar surroundings.</li> <li>Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1a Responds to name, explores hands and looks in mirror.  SED 1.1b Vocalizes or moves to express wants and needs.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort  SED 2.1c Reacts to changes in tone of voice or expression.</p>

	<p><b>SED 3 Attention &amp; Persistence</b>  SED 3.1a Focuses for a short time on a person, sound or thing.  SED 3.1b Shifts attention from one person or thing to another.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Express desire to feed self.</li> <li>Select a book, toy, or item from several options.</li> <li>Show likes and dislikes for activities, experiences, and interactions.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1b Vocalizes or moves to express wants and needs.  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 2.1b Calms with support from caregiver.  SED 2.1c Reacts to changes in tone of voice or expression.  SED 2.2a Shows a range of emotions with facial expressions and gestures.</p> <p><b>SS 3 Geography</b>  SS 3.1a 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>18-36 Months:</p> <ul style="list-style-type: none"> <li>Try new ways of doing things and begin to take some risks.</li> <li>Initiate play with others.</li> <li>Choose one activity over another and pursue it for a brief period of time.</li> <li>Propose an idea for how to spend time.</li> <li>Show interest in wanting to take care of self (e.g., dressing).</li> <li>Initiate activities at caregivers' suggestions.</li> <li>Seek and take pleasure in both new and repeated skills and experiences.</li> <li>Pretend to be in new and familiar places with new and familiar roles.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.  SED 1.3b Expresses likes and dislikes.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.2a Shows a range of emotions with facial expressions and gestures.  SED 2.3a Experiments and role-plays with a range of emotions.  SED 2.3b Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p><b>CA 4 Drama</b>  CA 4.2b Mimics the use of familiar objects.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>



<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Ask a peer to join in play.</li> <li>• Join a play activity already in progress, with assistance.</li> <li>• Select new activities during play time (select characters for dress-up).</li> <li>• Offer to help with chores ( sweeping sand from the floor, helping to clean up spilled juice).</li> <li>• Find and use materials to follow through on an idea ( blocks for building a tower, blank paper and crayons for drawing about a story or experience).</li> <li>• Make decisions about what activity or materials to work with from selection offered.</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.  SED 1.3b Expresses likes and dislikes.  SED 1.4a Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.  SED 1.4b When given two to three options, chooses his/her most desired option.  SED 1.5a Takes risks and pushes self to accomplish new tasks independently.  SED 1.5b Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p><b>CA 4 Drama</b>  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  CA 4.4a Plays a role in group dramatic play.  CA 4.4b Uses an object as a replacement for a realistic prop or real object.  CA 4.5a Assigns roles and plays out unscripted scenes in dramatic play.  CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.</p>
Children approach daily activities with creativity and imagination.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Inspect own hands and feet by mouthing.</li> <li>• Mouth, shake, bang, drop, or throw objects.</li> <li>• Change behaviors and responses based on other's expressions and motions.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>CA 1 Music</b>  CA 1.1 Makes sounds to communicate feelings.</p> <p><b>CA 2 Dance &amp; Movement</b>  CA 2.1a Uses body language to express feelings.  CA 2.1b Moves body in a variety of ways.</p> <p><b>CA 3 Visual Arts</b>  CA 3.1a Expresses emotions while exploring materials.</p>
9-18 Months:	<b>CA 1 Music</b>

<ul style="list-style-type: none"> <li>● Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).</li> <li>● Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).</li> <li>● Play with dolls, stuffed animals, puppets.</li> <li>● Pretend one object is really another (use a wood block as a telephone).</li> </ul>	<p>CA 1.1b Makes sounds to communicate feelings. CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p> <p><b>CA 2 Dance &amp; Movement</b> CA 2.1a Uses body language to express feelings. CA 2.1b Moves body in a variety of ways. CA 2.2a Uses purposeful gestures and body language to communicate. CA 2.2b Moves body purposely. Sways or bounces to music.</p> <p><b>CA 3 Visual Arts</b> CA 3.1a Expresses emotions while exploring materials.</p> <p><b>CA 4 Drama</b> CA 4.1b Responds to props or puppets. CA 4.2b Mimics the use of familiar objects.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Invent new uses for everyday materials (bang on pots and pans).</li> <li>● Approach tasks experimentally, adapting as the activity evolves.</li> <li>● Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).</li> <li>● Enjoy opportunities for pretend play and creating things (“cooking” dinner for adult, feeding pretend food to adult).</li> <li>● Pretend and use imagination during play.</li> <li>● Use creative language to describe events.</li> <li>● Build with blocks and other manipulatives.</li> <li>● Play with dolls, costumes and acts out animal roles.</li> <li>● Pretend to be in new and familiar places with new and familiar roles.</li> <li>● Create an art project and with a simple story to accompany the artwork.</li> </ul>	<p><b>CA 1 Music</b> CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p><b>CA 4 Drama</b> CA 4.2a Mimics observed behaviors and words. CA 4.3a Uses words, actions and props to pretend. CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>3-5 Years:</p>	<p><b>CA 3 Visual Arts</b></p>

<ul style="list-style-type: none"> <li>● Invent new activities or games.</li> <li>● Use imagination to create a variety of ideas.</li> <li>● Create acceptable rules for group activities.</li> <li>● Make up words, songs, or stories.</li> <li>● Express ideas through art construction, movement, or music.</li> <li>● Engage in extensive pretend play that includes role play (play “house” or “explorers”).</li> <li>● Investigate and experiment with materials.</li> <li>● Represent reality in a variety of ways (pretend play, drawing).</li> <li>● Invent projects and work on them.</li> <li>● Engage in role play.</li> </ul>	<p>CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.  CA 3.4a Makes choices throughout the artistic process.  CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.  CA 3.5a Plans, designs and seeks materials to make a creation.  CA 3.5b Uses artistic tools and media to create intentional designs or images.</p> <p><b>CA 4 Drama</b>  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  CA 4.4a Plays a role in group dramatic play.  CA 4.4b Uses an object as a replacement for a realistic prop or real object.  CA 4.5a Assigns roles and plays out unscripted scenes in dramatic play.  CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.</p>
Children learn through play and exploration.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Track people and objects by moving his/her head as adult or object moves.</li> <li>● Behave in consistent ways to elicit desired response (kick a mobile).</li> <li>● Play games with primary caregiver that involves repetition (peek-a-boo).</li> <li>● Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).</li> <li>● Use senses to explore objects and toys.</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1b Enjoys turn-taking games such as peek-a-boo.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.1 Focuses on interactions with others for a short time.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Behave in consistent ways to elicit desired response (kick a mobile).</li> <li>● Play games with primary caregiver that involve repetition</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1b Enjoys turn-taking games such as peekaboo.  SED 4.2b Mimics actions of others.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b></p>

<p>(peek-a-boo).</p> <ul style="list-style-type: none"> <li>• Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).</li> <li>• Display recognition and excitement about game or toys from previous day.</li> <li>• Apply knowledge to new situations (bang on bucket instead of drum).</li> </ul>	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Substitute similar objects (stack boxes like blocks).</li> <li>• Realize that behaviors can precede events (“If mom or dad put the pot on the stove, she/he is going to cook something to eat.”).</li> <li>• Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).</li> <li>• Relate an experience today to one that happened in the past (hand-washing prior to mealtime).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p><b>CA 4 Drama</b> CA 4.2b Mimics the use of familiar objects. CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Tell others about events that happened in the past.</li> <li>• Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).</li> <li>• Think out loud and talk through a situation.</li> <li>• Work out problems mentally rather than through trial and error.</li> <li>• Use a variety of methods to express thoughts and ideas (discussion, art activities).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.3 Describes events as they happen. Uses words such as first, then.</p>

<ul style="list-style-type: none"> <li>• Demonstrate long-term memory of meaningful events and interesting ideas.</li> <li>• Describe or act out a memory of a situation or action.</li> <li>• Seek information for further understanding.</li> <li>• Use multiple sources of information to complete projects and acquire new information, with assistance.</li> <li>• Plan activities and set goals based on past experience.</li> <li>• Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.</li> </ul>	<p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p><b>MR 7 Logic &amp; Reasoning</b></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<b>Cognition and General Knowledge</b>	
Children gain reasoning and critical thinking.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Bang a block (or other object) on the floor repeatedly to hear the sound it makes.</li> <li>• Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).</li> <li>• After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).</li> <li>• Shake different toys to see if they make a noise (stuffed animal, rattle).</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.1a Focuses for a short time on a person, sound or thing.</p> <p>SED 3.1b Shifts attention from one person or thing to another.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.1a Uses vocalizations and gestures to communicate.</p> <p>LLD 2.1b Mimics single sounds.</p> <p><b>MR 1 Number Sense</b></p> <p>MR 1.1c Looks for an object that is taken out of sight.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.1a Tries to put one object inside another.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Show he/she understands cause-and effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.</li> </ul>	<p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.1b Shifts attention from one person or thing to another.</p> <p>SED 3.2a Attends to what others are looking at or pointing to.</p> <p>SED 3.2b Repeats actions to gain a result.</p> <p><b>SED 4 Social Relationships</b></p> <p>SED 4.1c Adjusts behavior according to emotional or facial response of a</p>

<ul style="list-style-type: none"> <li>• Explore small openings and looks for items to put in the openings, including their fingers.</li> <li>• Remember where to find favorite toys, pacifier, blanket.</li> <li>• Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.</li> <li>• Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).</li> <li>• Distinguish sounds and combinations of sounds.</li> <li>• Follow the edge of objects in space, such as a blanket, bed, or room.</li> <li>• Recognize different facial expressions.</li> </ul>	<p>familiar person.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.  MR 7.2 Experiments with cause and effect.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).</li> <li>• Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).</li> <li>• Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.</li> <li>• Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).</li> <li>• Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).</li> <li>• Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p><b>SCI 3 Physical Science</b>  SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.  SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>SCI 4 Technology</b>  SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.  SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>3-5 Years:</p>	<p><b>SED 3 Attention &amp; Persistence</b></p>

<ul style="list-style-type: none"> <li>• Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).</li> <li>• Recognize and labels aspects of an event (long, fun).</li> <li>• Compare experiences, with adult assistance (recalls and compares play times with different children).</li> <li>• Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").</li> <li>• Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).</li> <li>• Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).</li> <li>• Explain reasoning behind a strategy or choice and why it did or didn't work.</li> <li>• Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).</li> <li>• Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").</li> </ul>	<p>SED 3.4a Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.  MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.  MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.3 Describes events as they happen. Uses words such as first, then.  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.  SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p><b>LLD 2 Communication</b>  LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>Children find multiple solutions to questions, tasks, problems, and challenges.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Reach for a toy or object that has rolled away.</li> <li>• Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.  LLD 1.1b Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.  LLD 2.1b Mimics single sounds.</p>

<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).</li> <li>• Solve simple problems independently climbing to retrieve an out-of-reach object).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p><b>SCI 4 Technology</b>  SCI 4.1 Explores simple tools such as toys and spoons.  SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Make plans before attempting to solve a simple problem.</li> <li>• Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).</li> <li>• Put two actions together in sequence (grabbing a large ball and rolling it).</li> <li>• Know where things are kept in familiar environments.</li> <li>• Successfully follow two-step directions.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p><b>LLD 1 Listening</b>  LLD 1.2b With prompts and gestures, follows a one-step direction.  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.  LLD 1.3b Follows related two-step directions given verbally.</p> <p><b>SS 3 Geography</b>  SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.  SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Find their own solution or agree to try someone else’s idea for a problem (accepting a suggestion to secure a tower’s greater stability by building it on a wood floor rather than on a thick rug).</li> <li>• Successfully follow three-step directions.</li> <li>• Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.</li> <li>• Follow detailed, multi-step directions.</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.3b Follows related two-step directions given verbally.  LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn’t understand.  LLD 1.5b With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.  LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.  LLD 2.5a Tells stories and engages in conversations through multiple</p>



	<p>exchanges.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.  LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.  LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
Children use symbols to represent objects.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Locate an object that has been hidden from view.</li> </ul>	<p><b>MR 1 Number Sense</b>  MR 1.1 Looks for an object that is taken out of sight.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Recognize people, animals, or objects in pictures or photographs.</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.1a Looks for familiar people and objects when given their names.  LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Find objects after they have been hidden nearby.</li> <li>Draw or scribble and explain the drawing.</li> <li>Experiment with new uses for familiar objects.</li> <li>Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).</li> <li>React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).</li> <li>Identify symbols for familiar objects correctly (photo of dog).</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge</b>  LLD 4.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3 Talks about pictures and ideas in familiar stories.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p><b>CA 3 Visual Arts</b>  CA 3.2a Scribbles, colors or paints intentionally on paper.  CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.3 Describes events as they happen. Uses words such as first, then.</p>

<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).</li> <li>• Use symbols or pictures as representation for talking.</li> <li>• Use objects to represent real items in make-believe play (card becomes camera).</li> <li>• Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).</li> <li>• Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").</li> <li>• Represent simple objects through drawings, movement, mime, three-dimensional constructions.</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.3b Uses materials to create shapes and symbols.  CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.  CA 3.5b Uses artistic tools and media to create intentional designs or images.</p> <p><b>CA 4 Drama</b></p> <p>CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  CA 4.4a Plays a role in group dramatic play.  CA 4.4b Uses an object as a replacement for a realistic prop or real object.  CA 4.5a Assigns roles and plays out unscripted scenes in dramatic play.  CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.</p>
Children can distinguish between fantasy and reality.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Make animal sounds.</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.1a Expresses emotions while exploring materials.  CA 3.1b Explores materials using gross motor movements and senses.</p> <p><b>CA 4 Drama</b></p> <p>CA 4.1a Imitates simple movements and facial expressions.  CA 4.1b Responds to props or puppets.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Begin make-believe play (rocking or feeding a baby doll).</li> </ul>	<p><b>CA 4 Drama</b></p> <p>CA 4.1a Imitates simple movements and facial expressions.  CA 4.1b Responds to props or puppets.  CA 4.2a Uses hands and feet to explore a variety of media.  CA 4.2b Mimics the use of familiar objects.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Play make-believe with props (dolls, stuffed animals, blocks).</li> <li>• Create an imaginary friend.</li> </ul>	<p><b>CA 4 Drama</b></p> <p>CA 4.1b Responds to props or puppets.</p> <p><b>CA 4 Drama</b></p>

<ul style="list-style-type: none"> <li>• React to people in costume as if they are the characters they portray.</li> <li>• React to puppets as if they are real.</li> </ul>	<p>CA 4.2a Mimics observed behaviors and words.  CA 4.2b Mimics the use of familiar objects.  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).</li> <li>• Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).</li> <li>• Make connections between characters in books, stories, or movies, with people in real life.</li> <li>• Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.</li> <li>• Understand and express when fantasy is influencing actions (“I was just pretending to do that.”).</li> <li>• Recognize that some characters, places, and objects in stories, movies, television shows are not real.</li> </ul>	<p><b>CA 3 Visual Arts</b>  CA 3.3b Uses materials to create shapes and symbols.  CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.  CA 3.5b Uses artistic tools and media to create intentional designs or images.</p> <p><b>CA 4 Drama</b>  CA 4.3a Uses words, actions and props to pretend.  CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.  CA 4.4a Plays a role in group dramatic play.  CA 4.4b Uses an object as a replacement for a realistic prop or real object.  CA 4.5a Assigns roles and plays out unscripted scenes in dramatic play.  CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.3a Talks about pictures and ideas in familiar stories  LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from own life.  LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
<p>Children demonstrate knowledge of numbers and counting.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Understand the concept of “more” in reference to food or play.</li> <li>• Hold two objects, one in each hand.</li> <li>• Gesture for “more” when eating.</li> </ul>	<p><b>MR 1 Number Sense</b>  MR 1.1a Hears numbers in everyday context.  MR 1.1b Hears rote counting.  MR 1.1c Looks for an object that is taken out of sight.</p> <p><b>MR 4 Measurement</b></p>

	<p>MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Use words or gestures for action phrases (“all gone” and “more”).</li> <li>• Recognize there are one or two of something.</li> <li>• Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).</li> <li>• Usually choose a set that has more of something they prefer over a set that has less, when given the option.</li> <li>• Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.2b Repeats number words when heard.</p> <p>MR 1.2c Demonstrates an understanding of one, two and more.</p> <p><b>MR 4 Measurement</b></p> <p>MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p>MR 4.2a Explores size and weight of objects in relation to self.</p> <p>MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.</li> <li>• Add and subtract with sets of objects smaller than three.</li> <li>• Begin to say or gesture the number two when asked how old they are.</li> <li>• Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).</li> <li>• Name their first number word, typically “two” (or holds up two fingers).</li> <li>• Count up to five objects.</li> <li>• Name and identify some written numerals.</li> <li>• Identify numerals as being different from letters.</li> <li>• Bring two treats when asked to get treats for two people.</li> <li>• Count to ten (or in some way indicates a knowledge of</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR1.2a Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1.2b Repeats number words when heard.</p> <p>MR 1.2c Demonstrates an understanding of one, two and more.</p> <p>MR 1.3a Recognizes numerals to three.</p> <p>MR 1.3b Points to one object at a time while counting (not always in correct order).</p> <p>MR 1.3c Creates groups of objects. Adds to and removes from group as prompted.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>

<p>words for the numbers from one to ten in sequence) with occasional errors.</p>	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Quickly count objects up to four.</li> <li>• Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.</li> <li>• Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.</li> <li>• Count to 10 from memory.</li> <li>• Understand that the last number counted represents the number of objects in a set.</li> <li>• Recognize and write some numerals up to 10.</li> <li>• Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).</li> <li>• Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.</li> <li>• Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.</li> <li>• Understand that adding one or taking away one changes the number in a group of objects by exactly one.</li> <li>• Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.</li> <li>• Verbally count beyond 20, demonstrating an understanding of the number pattern.</li> <li>• Use strategies to count large sets of objects (more than 10).</li> <li>• Know the number that comes before or after a specified</li> </ul>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.3a Recognizes numerals to three.</p> <p>MR 1.3b Points to one object at a time while counting (not always in correct order).</p> <p>MR 1.3c Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1.4a Identifies numerals to five.</p> <p>MR 1.4b Counts up to ten objects.</p> <p>MR 1.4c Counts up to 20 objects.</p> <p>MR 1.5a Identifies numerals to 10.</p> <p>MR 1.5b Counts up to 20 objects.</p> <p>MR 1.5c Solves addition and subtraction problems within ten.</p>

<p>number (up to 20).</p> <ul style="list-style-type: none"> <li>Recognize and order each written numeral up to 10.</li> <li>Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).</li> </ul>	
Children demonstrate knowledge of measurement: size, volume, height, weight, and length.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).</li> <li>Explore volume as they wrap their fingers around an object or an adult's finger</li> <li>Explore weight as they pull a toy toward themselves.</li> <li>Explore speed by moving hands or legs.</li> </ul>	<p><b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of "more."</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Notice size differences (if large) between two objects (pointing to the bigger ball).</li> <li>Use such words as "big" and "little" to differentiate sizes.</li> <li>Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).</li> </ul>	<p><b>SCI 3 Physical Science</b> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of "more." MR 4.2a Explores size and weight of objects in relation to self. MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).</li> <li>Use words such as "big," "small," and "more."</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with</p>

<ul style="list-style-type: none"> <li>• Understand and use general measurement words, such as “big” and “hot.”</li> <li>• Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”</li> <li>• Notice when another child has more of something and gestures or verbalizes “want more”.</li> <li>• Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.</li> <li>• Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”</li> </ul>	<p>others.</p> <p><b>MR 4 Measurement</b>  MR 4.2a Explores size and weight of objects in relation to self.  MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.  MR 4.3a Determines which object is bigger (heavier, longer) when given two objects.  MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.2 Observes events and begins to participate.  SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Compare two small sets of objects (five or fewer).</li> <li>• Make small series of objects (putting three or four objects in order by length).</li> <li>• Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).</li> <li>• Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).</li> <li>• Use comparative language (“shortest,” “heavier,” “biggest”).</li> <li>• Build block buildings and include such structural features as arches and ramps.</li> <li>• Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).</li> <li>• Use correct tools to measure different items (choosing a scale for weight and a cup for volume).</li> <li>• Use measurement language (“This is three blocks long.”).</li> <li>• Correctly add an object to an existing series (put longest</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.  SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>MR 4 Measurement</b>  MR 4.3a Determines which object is bigger (heavier, longer) when given two objects.  MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.  MR 4.4a Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.  MR 4.4b Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.  MR 4.5a Estimates (not always logically) size and volume. Measures and describes findings.  MR 4.5b Arranges and orders multiple objects by size, length, hue or weight.</p>

block at end of row of increasing lengths).	
Children sort, classify, and organize objects.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Classify informally as they recognize items as similar (“Things I can hold”).</li> <li>Explore the size and shape of objects (banging, mouthing, dropping, etc.).</li> <li>Follow daily routines or patterns, such as being fed and then going to sleep.</li> <li>Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.</li> </ul>	<p><b>SED 4 Social Relationships</b> SED 4.1 Enjoys turn-taking games such as peekaboo.</p> <p><b>MR 5 Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p><b>MR 6 Classification</b> MR 6.1 Recognizes familiar people and objects.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).</li> <li>Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).</li> <li>Repeat some actions, such as filling and emptying containers.</li> <li>Make patterns by repeating songs and rhymes.</li> <li>Watch, bounce, or clap to rhythmic sounds or sing-alongs.</li> </ul>	<p><b>MR 5 Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p><b>MR 6 Classification</b> MR 6.1 Recognizes familiar people and objects. MR 6.2 When shown one object, finds the match.</p> <p><b>CA 1 Music</b> CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Separate objects by a single feature (“all the red blocks go here”).</li> <li>Match simple geometric forms (circle, square, triangle).</li> <li>Notice when two things share similar attributes (cars and buses have wheels).</li> <li>Recognize and extend a simple repeating pattern</li> </ul>	<p><b>MR 5 Patterns</b> MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p><b>MR 6 Classification</b> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>



<p>(stomp/clap, stomp/clap).</p> <ul style="list-style-type: none"> <li>● Match small and large objects (counting bears to make “Mommy and Baby” pairs).</li> <li>● Copy an adult’s made-up verbal pattern (“me, me, moo”).</li> <li>● Recognize patterns within stories and songs.</li> </ul>	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Sort objects and then counts and compares them.</li> <li>● Sort objects by one attribute into two or more groups (big, medium, and small).</li> <li>● Classify everyday objects that go together (mittens, hats, coats).</li> <li>● Copy, complete, and extend repeating patterns.</li> <li>● Build block buildings and include such structural features as arches and ramps.</li> <li>● Count only those objects in a group that have a specific attribute (all of the red cars in a picture).</li> <li>● Place four or more objects or groups in order (number, length, etc.).</li> <li>● Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”).</li> <li>● Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).</li> <li>● Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).</li> <li>● Build complex block buildings, intentionally maintain such features as symmetry.</li> <li>● Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”).</li> </ul>	<p><b>MR 4 Measurement</b></p> <p>MR 4.3a Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4.4a Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.4b Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4.5a Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.5b Arranges and orders multiple objects by size, length, hue or weight.</p> <p><b>MR 5 Patterns</b></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.3b Uses materials to create shapes and symbols.</p>

<ul style="list-style-type: none"> <li>• Suggest different rules for sorting (put a different color spoon with each plate).</li> <li>• Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”).</li> </ul>	
Children collect information through observation and manipulation.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Turn head toward sounds or voices.</li> <li>• Explore objects by holding, mouthing, dropping, etc.</li> <li>• Observe objects in the environment briefly.</li> </ul>	<p><b>LLD 1 Listening</b> LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).</li> <li>• Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Use all five senses to examine different objects with attention to detail.</li> <li>• Identify similarities or difference in objects.</li> </ul>	<p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>

<ul style="list-style-type: none"> <li>Systematically explore the world (notice different types of insects).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.  SCI 2.2b Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Identify and distinguish among senses (tastes, sounds, textures).</li> <li>Use non-standard tools (blocks, paper tubes) to explore the environment.</li> <li>Try new experiences provided by adults and describe observations (mixing soil and water to make mud).</li> <li>Seek information through observation, exploration, and conversations.</li> <li>Identify, describe, and compare objects.</li> </ul>	<p><b>PD 2 Fine Motor</b>  PD 2.3 Opens, closes, twists and pulls objects with one or both hands.  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.  PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.  SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Children make predictions and experiment.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Investigate new phenomena (reaches out to touch rain).</li> <li>Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p>

<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.  MR 7.2 Experiments with cause and effect.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Ask simple questions about the natural world</li> <li>Observe and/or manipulate objects and</li> <li>Make guesses about what might happen based on past experience.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.2 Experiments with cause and effect.  MR 7.3 Asks why. Begins to understand how things are connected.  Recognizes a problem and asks for help.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Ask questions and finds answers through active exploration.</li> <li>Make predictions and develops generalizations based on past experiences.</li> <li>Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).</li> <li>Communicate information learned from exploration of the natural world (“We picked lots of berries.” “The snow was cold and wet.”).</li> <li>Make reasonable explanations, without assistance.</li> <li>Describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b>  MR 7.3 Asks why. Begins to understand how things are connected.  Recognizes a problem and asks for help.  MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem.  MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others  SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.  SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

Children observe and describe the natural world.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).</li> <li>• Observe sun and clouds.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1a Explores immediate environment using senses.  SCI 2.1b Reacts to weather changes in immediate environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Explore characteristics of certain living things (pick up an earthworm, try to catch ants).</li> <li>• Enjoy outdoor play.</li> <li>• Enjoy playing with water, sand and mud.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.1a Explores immediate environment using senses.  SCI 2.1b Reacts to weather changes in immediate environment  SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.  SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Show understanding of how things grow and change.</li> <li>• Comment on what it takes to make things grow ("The plant needs water.").</li> <li>• Ask questions about the earth.</li> <li>• Identify weather (sun, rain, snow).</li> <li>• Identify or labels earth's materials (water, rocks, dirt, and leaves).</li> <li>• Demonstrate curiosity about the natural environment by asking "Why" questions (Why is the flower red?).</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b>  SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.  SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.  SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.  SCI 2.3b Notices changes in temperature or weather.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Identify things as living or non-living based on their characteristics (breathes, moves, grows).</li> <li>• Describe characteristics of plants, animals, and people ("That tree grew really tall!").</li> <li>• Show understanding of changes in living things (plants, spider webs).</li> <li>• Ask questions about growth and change in plants and</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.  SCI 2.3b Notices changes in temperature or weather.  SCI 2.4a Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2.4b Identifies the climate and weather in the immediate environment.  SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.  SCI 2.5b Identifies current season and explains how weather affects personal</p>

<p>animals.</p> <ul style="list-style-type: none"> <li>Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter (“Water is wet.”).</li> <li>Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.</li> <li>Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).</li> </ul>	<p>life.</p>
<p>Children differentiate between events that happen in the past, present, and future.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>Begin to show he/she expects familiar routines.</li> <li>Recognize the beginning and end of an event (claps at the end of a song).</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1c Reacts to changes in tone of voice or expression.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.1 Focuses on interactions with others for a short time.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Show anticipation for regularly scheduled daily events.</li> <li>Recall information about the immediate past (after eating, says “All done!”).</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.1c Reacts to changes in tone of voice or expression. SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>Remember and communicate what happened earlier in the day.</li> <li>Recall basics of recent events (are able to follow a daily routine).</li> <li>Anticipate recurring events in typical routines (“After I eat lunch, I will hear a story.”).</li> <li>Connect new experiences to past experiences.</li> </ul>	<p><b>SED 2 Self-Regulation</b> SED 2.2c Cooperates during familiar routines and familiar activities. SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help</p> <p><b>SS 4 History &amp; Sense of Time</b> SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.</p>

<p>Experiment with general terms related to the elements of time (“Today we are going to Grandma’s”).</p> <ul style="list-style-type: none"> <li>• Make predictions about what might happen in the future.</li> </ul>	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• With support, retell or reenact familiar stories, including such details as characters, phrases, and events.</li> <li>• Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.</li> </ul>	<p><b>SS 4 History &amp; Sense of Time</b></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.  SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Children demonstrate awareness of location and spatial relationships.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).</li> <li>• Explore the way objects move by tracking objects with their eyes and head.</li> <li>• Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.1a Tries to put one object inside another.  MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p><b>PD 1 Gross Motor</b></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>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).</li> <li>• Explore barriers to movement when not able to walk or push past something.</li> <li>• Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.1a Tries to put one object inside another.  MR 2.1b Participates as caregiver raises arms or legs and says up/down.  MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents.  MR 2.2b Follows simple positional directions such as on/off, over/ under and up/down.</p> <p><b>PD 1 Gross Motor</b></p> <p>PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.</li> <li>● Attempt to stack blocks as high or higher than themselves.</li> <li>● Match simple shapes (placing a shape on a shape board).</li> <li>● Explore gravity (push toy cars down an incline, such as a slanted board).</li> <li>● Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents.</p> <p>MR 2.2b Follows simple positional directions such as on/off, over/ under and up/down.</p> <p>MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2.3b Finds or places objects next to, between, in front of or behind self.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.2 Matches two identical shapes.</p> <p>MR 3.3 Identifies a few basic shapes.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).</li> <li>● Combine and separate shapes to make designs or pictures (complete shape puzzles).</li> <li>● Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.</li> <li>● Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.</li> <li>● Use basic language to describe location (“I am under the bed.).</li> <li>● Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.).</li> <li>● Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.</li> </ul>	<p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2.3b Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2.4a Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2.4b When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2.5a Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2.5b Explains the location of an object in relation to another object.</p> <p><b>MR 3 Shapes</b></p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three dimensional shapes using own words.</p>
<p>Children demonstrate knowledge of the relationship among people, places and geography.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Show caution around strangers or new events.</li> </ul>	<p><b>PD 3 Safety</b></p> <p>PD 3.1 Expresses distress when needs are not met.</p>



	<p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p><b>SS 3 Geography</b> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>Recognize some familiar places (home, store, grandparents' house).</li> <li>Know where favorite toys or foods are stored in own home.</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.1a Explores immediate environment using senses. SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>SS 3 Geography</b> 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>18-36 Months:</p> <ul style="list-style-type: none"> <li>Know different environments (sees pictures of fish and says "They live in water.").</li> <li>Recognize familiar buildings (home, school, post office, library, community building).</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind. SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p><b>SS 3 Geography</b> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).</li> <li>Be aware of characteristics of own geographic region ("It rains/snow here a lot.")</li> <li>Recognize where he/she is while traveling in familiar</li> </ul>	<p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2.4a Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>

<p>areas, most of the time.</p> <ul style="list-style-type: none"> <li>• Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community.</li> <li>• Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).</li> <li>• Help to navigate on journeys (“After you pass the blue house, our house is next.” “I live by the bus stop.”).</li> </ul>	<p><b>SS 3 Geography</b></p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
Children demonstrate awareness of economic concepts.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs.</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.1a Attends to others in immediate environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Depend on others to provide for wants and needs.</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.1a Attends to others in immediate environment.</p> <p>SS 2.2a Participates in communal activities.</p> <p>SS 2.2b Expresses a desire for an object or action. Says me, mine.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).</li> <li>• Recognize and use objects for barter or trade during play (with assistance).</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.2a Participates in communal activities.</p> <p>SS 2.2b Expresses a desire for an object or action. Says me, mine.</p> <p>SS 2.3a Recognizes and attends to authority figures.</p> <p>SS 2.3b Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p>

<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Understand that money is needed to purchase goods and services.</li> <li>• Play store or restaurant with play or real money, receipts, credit cards, telephones.</li> <li>• Talk about what wants to be when he/she grows up.</li> <li>• Realize that making one choice means that you may not be able to do something else.</li> <li>• Recognize that people rely on others for goods and services.</li> <li>• Understand the concept of saving resources for use in the future.</li> <li>• Accurately name some coins and paper cash (penny, nickel, dollar).</li> <li>• Recognize some things are owned by people and other things are collective goods.</li> </ul>	<p><b>SS 2 Civics &amp; Economics</b></p> <p>SS 2.3b Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2.4b Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2.5a Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2.5b Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Children demonstrate awareness of the relationship between humans and the environment.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.1a Explores immediate environment using senses.</p> <p>SCI 2.1b Reacts to weather changes in immediate environment.</p> <p><b>SS 3 Geography</b></p> <p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Point to, or in some other way indicates, familiar people and objects when they are named.</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p>

<ul style="list-style-type: none"> <li>● Express interest in nature (flowers, a breeze, snow).</li> <li>● Recognize trash as trash.</li> <li>● Know location of trash can and recycle bin, if available, in own home or learning setting.</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p><b>SS 3 Geography</b> 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>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Help with home and class routines that keep the house/classroom clean.</li> <li>● Discard trash in trash can.</li> <li>● Recognize and responds to characteristics of the environment (exclaims out loud when he/ she sees bird or a very tall tree).</li> <li>● Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).</li> </ul>	<p><b>PD 4 Personal Care</b> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p><b>SCI 2 Natural &amp; Earth Science</b> SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind. SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics SCI 2.3b Notices changes in temperature or weather.</p> <p><b>SS 3 Geography</b> SS 3.2 Understands hot and cold. Points at clouds and explores the feel of</p>

	<p>rain and wind.</p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).</li> <li>• Recognize things that do not belong in the environment (litter).</li> <li>• Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).</li> <li>• Recognize, with adult support and guidance, how people can take care of the earth's resources.</li> <li>• Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).</li> <li>• Show interest in understanding how animals gather and store food, sleep, and live.</li> </ul>	<p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>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 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p><b>SCI 2 Natural &amp; Earth Science</b></p> <p>SCI 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics</p> <p>SCI 2.3b Notices changes in temperature or weather.</p> <p>SCI 2.4a Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2.4b Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2.5b Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p><b>SS 3 Geography</b></p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
Children use technology appropriately.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Use their bodies as “tools” (reaching out and grasping to</li> </ul>	<p><b>PD 2 Fine Motor</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>

<p>get a rattle).</p> <ul style="list-style-type: none"> <li>• Show interest in technology (turns toward a ringing telephone or speakers where music is playing).</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons.</p> <p><b>CA 1 Music</b> CA 1.1a Responds to sounds. CA 1.1b Makes sounds to communicate feelings.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),</li> <li>• Enjoy listening to music.</li> <li>• Enjoy using play technology objects (windup toy.)</li> <li>• Turn light switch on and off.</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.1 Explores simple tools such as toys and spoons.</p> <p><b>CA 1 Music</b> CA 1.1a Responds to sounds. CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Play with battery-operated toys and learning objects, with assistance.</li> <li>• Make mechanical toys work, if labeled safe for children under three years.</li> <li>• Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair).</li> <li>• Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p><b>PD 2 Fine Motor</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Uses a telephone to talk to familiar people, with assistance.</li> <li>• Identify some materials as natural or as human-made and explains how he/she knows the difference.</li> </ul>	<p><b>SCI 4 Technology</b> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>

<ul style="list-style-type: none"> <li>• Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).</li> <li>• Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).</li> <li>• Identify ways in which technology helps people (“The wheelchair helps Alfonso get from one place to another. “Email or texting lets you communicate with your friend Opal, who lives far away.”).</li> <li>• Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).</li> <li>• Consider, with adult guidance, what it must have been like to live without technology in an earlier time.</li> <li>• Use computer for simple ‘point and click’ operations on child-appropriate websites or software</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Children use creative arts to express and represent what they know, think, believe, or feel.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Attend to bright and/or contrasting colors.</li> <li>• Imitate by babbling during or after an adult sings or chants.</li> <li>• Move bodies with some intent and control.</li> <li>• Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.</li> <li>• Use objects as tools to make sounds, (banging blocks together with adult help).</li> </ul>	<p><b>MR 7 Logic &amp; Reasoning</b></p> <p>MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> <p><b>CA 1 Music</b></p> <p>CA 1.1a Responds to sounds.</p> <p>CA 1.1b Makes sounds to communicate feelings.</p> <p><b>CA 2 Dance &amp; Movement</b></p> <p>CA 2.1a Uses body language to express feelings.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.1a Expresses emotions while exploring materials.</p> <p>CA 3.1b Explores materials using gross motor movements and senses.</p>
<p>9-18 Months</p>	<p><b>CA 1 Music</b></p>

<ul style="list-style-type: none"> <li>● Use sounds and their voice as they play or look at books with adults.</li> <li>● Make movements and sounds in response to cues in songs and finger plays.</li> <li>● Stand with feet wide apart and sways to the sound of music.</li> <li>● Create marks with crayons, paints, and chalk.</li> <li>● Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).</li> </ul>	<p>CA 1.1a Responds to sounds.  CA 1.1b Makes sounds to communicate feelings.  CA 1.2a Repeats words in familiar songs and attempts to sing.  CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p> <p><b>CA 3 Visual Arts</b>  CA 3.1b Explores materials using gross motor movements and senses.  CA 3.2a Scribbles, colors or paints intentionally on paper.  CA 3.2b Uses hands and feet to explore a variety of media.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Squeeze soft clay and dough into abstract shapes.</li> <li>● Repeat the same song over and over.</li> <li>● Dance alone or with others.</li> <li>● “Play” musical instruments (attempts to blow into a whistle or harmonica).</li> <li>● Explore roles through imaginative play, such as saying “Boo” to them.</li> <li>● Demonstrate preferences for favorite colors.</li> <li>● Move their body with increasing skill to express emotions and rhythms.</li> <li>● March with musical instruments with support from adults.</li> <li>● Imitate simple songs and finger-play movements.</li> <li>● Watch and copy other children’s play activities.</li> </ul>	<p><b>CA 1 Music</b>  CA 1.2a Repeats words in familiar songs and attempts to sing.  CA 1.2b Responds to changes in sound, rhythm, volume or melody  CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p><b>CA 3 Visual Arts</b>  CA 3.2b Uses hands and feet to explore a variety of media.  CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Create new songs and dances or adds their own words to songs.</li> <li>● Express preferences for some different types of art, music, and drama.</li> <li>● Explore musical instruments and uses them to produce rhythms and tones.</li> <li>● Mold and build with dough and clay and then identifies and sometimes names their creation (“I make a dog and</li> </ul>	<p><b>CA 1 Music</b>  CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.  CA 1.4a Uses voice, common objects or instruments to create music. Identifies self as a musician.  CA 1.4b Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.  CA 1.5a Uses voice or instruments to express feelings or to mimic sound effects</p>



<p>his name is Spot.”).</p> <ul style="list-style-type: none"> <li>● Act out plots and characters found in familiar stories.</li> <li>● Participate in pretend play with other children.</li> <li>● Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.</li> <li>● Intentionally create content in a work of art (picture, a playdough sculpture, etc.).</li> <li>● Write and act out stories based upon familiar topics or characters.</li> </ul>	<p>CA 1.5b Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.  CA 3.4a Makes choices throughout the artistic process.  CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.  CA 3.5a Plans, designs and seeks materials to make a creation  CA 3.5b Uses artistic tools and media to create intentional designs or images.</p>
Children demonstrate understanding and appreciation of creative arts.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>● Respond to music by listening and moving their heads, arms, and legs.</li> <li>● Make eye contact with singers.</li> <li>● Gaze at pictures, photographs, and mirror images.</li> </ul>	<p><b>CA 1 Music</b></p> <p>CA 1.1a Responds to sounds.  CA 1.1b Makes sounds to communicate feelings.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.1a Expresses emotions while exploring materials.  CA 3.1b Explores materials using gross motor movements and senses.</p>
<p>9-18 Months</p> <ul style="list-style-type: none"> <li>● Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).</li> <li>● Make loud noises just for fun, such as screaming or yelling.</li> <li>● Make movements and sounds in response to cues in songs and finger plays.</li> <li>● Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.1a Expresses emotions while exploring materials.  CA 3.1b Explores materials using gross motor movements and senses.  CA 3.2a Scribbles, colors or paints intentionally on paper.  CA 3.2b Uses hands and feet to explore a variety of media.</p> <p><b>CA 4 Drama</b></p> <p>CA 4.1b Responds to props or puppets.  CA 4.2b Mimics the use of familiar objects.</p>
18-36 Months:	<b>CA 3 Visual Arts</b>

<ul style="list-style-type: none"> <li>• Talk or sing to themselves for comfort or enjoyment.</li> <li>• Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.</li> </ul>	<p>CA 3.2a Uses purposeful gestures and body language to communicate.  CA 3.2b Moves body purposely. Sways or bounces to music.  CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Enjoy and engage with displays of art, music, and drama.</li> <li>• Express clear preferences for types of artwork or art activities.</li> <li>• Plan art and shows with increasing care and persistence in completing it.</li> <li>• Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.</li> <li>• Communicate about elements appearing in art, music and drama.</li> </ul>	<p><b>CA 3 Visual Arts</b></p> <p>CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.  CA 3.4a Makes choices throughout the artistic process.  CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.  CA 3.5a Plans, designs and seeks materials to make a creation.  CA 3.5b Uses artistic tools and media to create intentional designs or images.</p>
<b>Communication, Language, and Literacy</b>	
Children demonstrate understanding of social communication.	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Study caregiver's face.</li> <li>• Show preference for familiar human voices to other sounds (animal sounds).</li> <li>• Pay attention to what the speaker is looking at or pointing to.</li> <li>• Vocalize or gesture in response to another person's voice or gesture.</li> <li>• Quiet/calm body movement at the sound of a recognized caregiver's voice.</li> <li>• Shift listening attention to a variety of sounds</li> </ul>	<p><b>SED 1 Self-Awareness</b>  SED 1.1a Responds to name, explores hands and looks in mirror.</p> <p><b>SED 2 Self-Regulation</b>  SED 2.1b Calms with support from caregiver.</p> <p><b>LLD 1 Listening</b>  LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.  LLD 1.1b Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.</p>

<p>(caregiver's singing/words/making environmental sounds to attract baby).</p> <ul style="list-style-type: none"> <li>• Use eyes and move head to look for caregiver's voice.</li> <li>• Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").</li> <li>• Start to respond to their name when called by looking and smiling at caregiver.</li> <li>• Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.</li> <li>• Change volume and pitch to convey meaning.</li> <li>• Play with speech sounds in crib or during quiet time.</li> <li>• Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave "bye" with support.</li> <li>• Participate in turn-taking during one-on-one communication by making sounds or using words.</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>MR 5 Patterns</b> MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p>9-18 Months</p> <ul style="list-style-type: none"> <li>• Respond to simple requests when accompanied by gestures.</li> <li>• Identify familiar people or objects when asked to do so.</li> <li>• Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).</li> <li>• Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).</li> <li>• Be able to successfully communicate simple ideas to people who are close and familiar</li> <li>• Use a small number of real and made-up words that can be understood by familiar adults.</li> <li>• Recognize and respond to mention of own name.</li> </ul>	<p><b>LLD 1 Listening</b> LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1.1b Responds to conversation in environment and imitates actions. LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1.2b With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2 Communication</b> LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds. LLD 2.1c Makes noises and gestures to communicate. LLD 2.2a Uses a few words, signs or wordlike sounds to communicate. LLD 2.2b Says one- to two-word sentences. LLD 2.2c Repeats words heard frequently in environment</p> <p><b>MR 5 Patterns</b> MR 5.2 Attempts to mimic vocal and physical patterns.</p>

<ul style="list-style-type: none"> <li>• Point to or reach for familiar objects when named.</li> <li>• Enjoy listening to short stories.</li> <li>• Enjoy imitation games.</li> <li>• Watch for signs of being understood by others and repeat efforts if not initially successful.</li> <li>• Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).</li> <li>• Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).</li> </ul>	
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Enjoy finger plays (songs and games that use hands).</li> <li>• Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").</li> <li>• Respond by looking and attempting to locate when directed, toward a certain object ("There's a car").</li> <li>• Listen to short and simple stories.</li> <li>• Change intonation and tone to communicate meaning.</li> <li>• Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).</li> <li>• Communicate with familiar play partner (says sibling's name instead of crying).</li> <li>• Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).</li> <li>• Pay attention to speaker for at least a portion of a conversation.</li> <li>• Begin to demonstrate turn-taking in play and conversation.</li> <li>• Make a related comment (adult says, "Here is your</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.  LLD 1.2b With prompts and gestures, follows a one-step direction.  LLD 1.2c Uses a few words, signs or wordlike sounds to communicate.  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.  LLD 1.3b Follows related two-step directions given verbally.</p> <p><b>LLD 2 Communication</b>  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.  LLD 1.3b Follows related two-step directions given verbally.  LLD 2.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.  LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p><b>SS 1 Culture &amp; Community</b>  SS 1.2b With help, participates in family traditions and customs.  SS 1.2c Recognizes familiar symbols or artifacts of family traditions or customs.</p>

<p>water.” Child says “Cup.” or “Water cup.”).</p>	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Listen to others and take turns in a group discussion for a short period.</li> <li>• Respond to simple open-ended questions.</li> <li>• State point of view, likes/dislikes, and opinions using words, signs or picture boards.</li> <li>• Use multiple word sentences.</li> <li>• Relay a simple message (from grandparent to parent).</li> <li>• Repeat words or ideas to be sure information is communicated.</li> <li>• Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate.</li> <li>• Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).</li> <li>• Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).</li> <li>• Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).</li> <li>• Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”).</li> <li>• Begin to understand that non-family adults and peers may not understand home language.</li> <li>• Listen to others and responds in group conversations</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn’t understand.</p> <p>LLD 1.4b Follows unrelated two-step directions given verbally.</p> <p>LLD 1.5a Listens and understands inferred requests.</p> <p>LLD 1.5b With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2.4b Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.3a Talks about pictures and ideas in familiar stories.</p> <p>LLD 6.4a Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>and discussions.</p> <ul style="list-style-type: none"> <li>• Enjoy telling jokes or creating humorous dramatic play.</li> <li>• Enjoy listening to stories from different sources (in person, audiobooks, podcasts).</li> <li>• Begin conversation by making statements or asking questions.</li> <li>• Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.</li> <li>• Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).</li> </ul>	
<p>Children listen and understand communication (receptive language).</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Startle to loud and unexpected sounds.</li> <li>• Alert to sounds and older infant will turn to locate source of a sound.</li> <li>• Turn to look toward caregiver calling their name.</li> <li>• Recognize songs by smiling, singing or joining in finger play or body movements.</li> <li>• Follow early directions, such as “Give me the block” (caregiver may extend hand).</li> <li>• Respond to voices by quieting or calming</li> <li>• Respond differently to familiar and unfamiliar voices.</li> <li>• Look for sound source (hears a dog bark and looks for dog).</li> <li>• Start to respond differently to firm voice vs. playful voice.</li> <li>• Turn to look at familiar object when it is named.</li> <li>• Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).</li> <li>• Follow single-step directions (“Please bring me the</li> </ul>	<p><b>SED 4 Social Relationships</b>  SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p><b>LLD 1 Listening</b>  LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.  LLD 1.1b Responds to conversation in environment and imitates actions.</p> <p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.  LLD 2.1b Mimics single sounds.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.1 Interacts by reaching for or patting when a book is read.</p>

<p>ball.”).</p>	
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Follow some routine and simple directions with support (“Where is your cup?”).</li> <li>● Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”).</li> <li>● Show enjoyment of music and move body to “dance”.</li> <li>● Show understanding of more words in the home and family routines (50 to 75 words by 15 months).</li> <li>● Follow early directions, such as “Give me the block” (caregiver may extend hand).</li> <li>● Begin to respond to limits, such as “No!”.</li> <li>● Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up).</li> <li>● Point to several body parts when asked “Where is your nose?”</li> <li>● Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned).</li> <li>● Look for objects not present in room (Child runs to other room to find teddy bear when asked).</li> <li>● Point to household objects and pictures in familiar books when asked “Where is the _____?” (16 to 18 months).</li> <li>● Nod head “yes” or shake head “no” when asked a yes/no question.</li> </ul>	<p><b>LLD 1 Listening</b></p> <p>LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1.1b Responds to conversation in environment and imitates actions.</p> <p>LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1.2b With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2 Communication</b></p> <p>LLD 2.1a Uses vocalizations and gestures to communicate.</p> <p>LLD 2.1b Mimics single sounds.</p> <p>LLD 2.1c Makes noises and gestures to communicate.</p> <p>LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.</p> <p>LLD 2.2b Says one- to two-word sentences.</p> <p>LLD 2.2c Repeats words heard frequently in environment.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Follow directions with two related elements (“Get your boots and coat”).</li> <li>● Be willing to sit through most picture books and enjoys longer stories.</li> <li>● Understand a greater variety of words in the home and</li> </ul>	<p><b>PD 4 Personal Care</b></p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p><b>LLD 1 Listening</b></p>

<p>community (300 words by 24 months).</p> <ul style="list-style-type: none"> <li>• Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).</li> <li>• Answer simple questions.</li> <li>• Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.</li> <li>• Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).</li> </ul>	<p>LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p><b>LLD 2 Communication</b>  LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.  LLD 2.2b Says one- to two-word sentences.  LLD 2.2c Repeats words heard frequently in environment.  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.  LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p><b>LLD 6 Reading Comprehension</b>  LLD 6.2a Points to pictures and repeats words from familiar stories.</p> <p><b>SCI 2 Natural &amp; Earth Science</b>  SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).</li> <li>• Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).</li> <li>• Show understanding of several shapes, colors (child able to find the green pillow when asked).</li> <li>• Answer “who, where, why, and how many” questions.</li> <li>• Know the difference between gender of self and peers.</li> <li>• Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.</li> <li>• Follow two- and three-part directions unfamiliar to the daily routine.</li> </ul>	<p><b>LLD 1 Listening</b>  LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.  LLD 1.3b Follows related two-step directions given verbally.  LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn’t understand.  LLD 1.4b Follows unrelated two-step directions given verbally.  LLD 1.5a Listens and understands inferred requests.  LLD 1.5b With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 2 Communication</b>  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.  LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words  LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.  LLD 2.4b Speaks in sentences (with words, sign language) but does not</p>



<ul style="list-style-type: none"> <li>• Use and understand complex sentences in home language.</li> <li>• Enjoy humor through word play (jokes, riddles, words that sound fun together).</li> <li>• Begin to identify pairs of words that rhyme.</li> <li>• Begin to represent a storyline through drawing, acting, or singing, with assistance,</li> <li>• Make grammatical adjustments in English (men instead of “mans,” went instead of “goed”).</li> <li>• Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.</li> <li>• Be able to stay engaged for longer periods of time for books, in conversations and/or stories.</li> </ul>	<p>always follow grammatical rules.</p> <p>LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
<p>Children communicate their thoughts, feelings and ideas with others (expressive language).</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Cry when hungry or uncomfortable.</li> <li>• Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).</li> <li>• Join in singing songs using rhythm of actual words.</li> <li>• Play with speech sounds in crib or during quiet time.</li> <li>• Make facial expressions, gestures and changes tones.</li> <li>• Coo, make vowel sounds and progress to babbling.</li> <li>• Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da…”).</li> <li>• Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).</li> <li>• Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).</li> <li>• Enjoy playing back-and-forth games with caregiver using</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.1a Uses vocalizations and gestures to communicate.</p> <p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.1b Babbles or repeats sounds.</p> <p><b>SS 4 History &amp; Sense of Time</b></p> <p>SS 4.1 Focuses on interactions with others for a short time.</p>

sounds.	
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”).</li> <li>• Show interest in imitating sounds and words they hear during play and routines</li> <li>• Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.</li> <li>• Babble when alone in crib.</li> <li>• Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle,” “All done”).</li> <li>• Say short telegraphic sentences (“Me go,” or “There Mama”).</li> <li>• Take hand or push caregiver to desired areas for assistance.</li> <li>• By 18 months use words to refer to or request caregiver (“mama/dada”).</li> <li>• Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).</li> <li>• Say “hi” and “bye” with accompanying waves.</li> <li>• Speech sound/articulation errors are frequent.</li> <li>• Communication is 25 percent understandable by 18 months.</li> <li>• Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”).</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.1a Uses vocalizations and gestures to communicate.  LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.  LLD 2.2b Says one- to two-word sentences.  LLD 2.2c Repeats words heard frequently in environment.</p> <p><b>SS 4 History &amp; Sense of Time</b>  SS 4.1 Focuses on interactions with others for a short time  SS 4.2 Observes events and begins to participate.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>• Use mostly two- and some three-syllable words (“cracker,” “banana”).</li> <li>• Ask others to label unfamiliar objects and pictures by</li> </ul>	<p><b>LLD 2 Communication</b>  LLD 2.2b Says one- to two-word sentences.  LLD 2.2c Repeats words heard frequently in environment.  LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p>

<p>pointing and/or asking “what’s that?”.</p> <ul style="list-style-type: none"> <li>• Use adjectives to describe nouns (“red ball”).</li> <li>• Imitate simple two-word phrase/sentences.</li> <li>• Use some pronouns (“Mine”; older toddler adds “My, me, I, you”).</li> <li>• Use simple questions with rising intonation (“What’s that?”).</li> <li>• Use regular plural forms for nouns, sometimes (“boots”).</li> <li>• Use negatives (“I don’t want it.”) in English or home language.</li> <li>• Begin to sing along with familiar songs and fingerplays.</li> <li>• Use three-to four-word sentences with noun and verb.</li> <li>• Begin to tell others about prior event with help from caregiver.</li> <li>• Say first name.</li> <li>• Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.</li> <li>• Child’s speech is 75 percent understandable by 36 months.</li> <li>• By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language.</li> </ul>	<p>LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p><b>SS 4 History &amp; Sense of Time</b></p> <p>SS 4.2 Observes events and begins to participate.</p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Use new vocabulary in spontaneous speech.</li> <li>• Ask the meaning of unfamiliar words and then experiment with using them.</li> <li>• Use words to further describe actions or adjectives (“running fast” or “playing well”).</li> <li>• Use multiple words to explain ideas (when talking about primary caregiver says “mother/father” and/or “parent”).</li> <li>• Use words to express emotions (happy, sad, tired,</li> </ul>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2.4a Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.4b Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2.4c Describes familiar people, places and objects. Seeks additional</p>

<p>scared).</p> <ul style="list-style-type: none"> <li>• Talk in sentences with five to six words to describe people, places, and events.</li> <li>• Use words with past and future.</li> <li>• Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).</li> <li>• Describe a task, project, and/or event sequentially in three or more segments.</li> <li>• Use prepositions in everyday language, sometimes needing assistance (at, in, under).</li> <li>• Child may go through a period of normal non-fluency or "stuttering".</li> <li>• Be able to recall and describe a previous event, such as what they ate for breakfast.</li> <li>• Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.</li> <li>• Define words, with assistance ("Firefighters put out fires").</li> <li>• Be able to retell a 3-part story or event in sequence.</li> <li>• Use sentences in home language that show an emerging understanding of grammatical structure.</li> <li>• Speech is 90 to 100 percent understandable.</li> <li>• Express an idea in more than one way.</li> <li>• Expand vocabulary to include 1,000 to 2,000 words.</li> <li>• Ask others for assistance to define new words in their vocabulary.</li> <li>• Show an interest in playing with language through joke telling and word play.</li> </ul>	<p>words for new ways to describe.</p> <p>LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p><b>SS 4 History &amp; Sense of Time</b></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.3b Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2.4b When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2.5b Explains the location of an object in relation to another object.</p>
Children demonstrate appreciation and enjoyment of reading.	
Birth-9 Months:	<b>LLD 4 Alphabetic Knowledge</b>

<ul style="list-style-type: none"> <li>• Show beginning sound awareness by reacting differently to different sounds.</li> <li>• Imitate vocalizations and sounds.</li> <li>• Recite last word of familiar rhymes, with assistance.</li> <li>• Imitate sounds when looking at words in a book.</li> <li>• Pay attention to and/or pat pictures in book with help of caregiver.</li> <li>• Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).</li> <li>• Use interactive books, with assistance (opens flaps on flap books, feels soft fur).</li> <li>• Identify familiar people and objects in photographs (pats picture when asked "Where is Grandma?").</li> <li>• Enjoy books about daily routines (eating, toileting).</li> <li>• Hand or offer book to an adult to read.</li> <li>• Show recognition of certain preferred or favorite books</li> <li>• Focus attention for short periods of time when looking at books.</li> <li>• Show pleasure when read to (smiles, vocalizes).</li> </ul>	<p>LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.1b Babbles or repeats sounds.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p><b>LLD 6 Reading Comprehension</b> LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>• Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.</li> <li>• Use sounds, signs or words to identify actions or objects in a book.</li> <li>• Verbally imitate adult model and/or names pictures of familiar words when read to.</li> <li>• Point to picture when asked "where is the ____?"</li> <li>• Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.</li> <li>• Show increasing attention for short periods of time when</li> </ul>	<p><b>LLD 3 Phonological Awareness</b> LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 4 Alphabetic Knowledge</b> LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.1b Babbles or repeats sounds. LLD 4.2a Identifies a familiar object or person when shown a drawing or photo. LLD 4.2b Points at words printed on a page and pretends to read aloud.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>

<p>read to.</p> <ul style="list-style-type: none"> <li>● Hold a book right side up and turn the pages.</li> <li>● Use ‘book babble’ when holding a book to mimic the sound of reading.</li> <li>● Demonstrate preference for favorite books.</li> <li>● Notice signs (store and restaurant logos).</li> <li>● Learn new words and phrases from those frequently heard, either in conversation or in books.</li> <li>● Ask for the story to be read again.</li> <li>● Answer simple questions about details in the story.</li> <li>● Carry books and use for comfort.</li> </ul>	<p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.1a Interacts by reaching for or patting when a book is read.  LLD 6.1b Holds book and looks intently at each page.  LLD 6.2a Points to pictures and repeats words from familiar stories.  LLD 6.2b Answers “where” questions by pointing</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).</li> <li>● Recite a song with the letters of the alphabet, with assistance (alphabet song).</li> <li>● Select specific details in a story and repeat them.</li> <li>● Complete a familiar rhyme or line from a familiar story or song by providing the last word (“The wheels on the (bus)”).</li> <li>● Participate in rhyming games and songs with other children.</li> <li>● Begin to understand that print represents words (pretend to read text).</li> <li>● Turn pages, usually a single page at a time.</li> <li>● Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a popup window or petting fur on page).</li> <li>● Use action words to describe pictures (picture of person running, child says “run”).</li> <li>● Recalls specific characters or actions from familiar</li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.  LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.  LLD 4.2b Points at words printed on a page and pretends to read aloud.  LLD 4.3a Recognizes the difference between pictures, letters and numbers in print.  LLD 4.3b Recognizes the sound of the first letter in his/her name</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.  LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 6 Reading Comprehension</b></p> <p>LLD 6.2a Points to pictures and repeats words from familiar stories.  LLD 6.2b Answers “where” questions by pointing.  LLD 6.3a Talks about pictures and ideas in familiar stories.  LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.</p>

<p>stories.</p> <ul style="list-style-type: none"> <li>• Enjoy books about different things (books about animals, occupations).</li> <li>• Respond to emotional expressions in a book (point to a happy face).</li> <li>• Recognize signs and images in public (stop signs, store signs).</li> <li>• Request favorite book to be read repeatedly.</li> <li>• Look at books, magazines, and other printed matter without assistance and as through reading.</li> <li>• Make comments on book.</li> <li>• Select books and magazines when asked to select favorite objects/toys.</li> </ul>	
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>• Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).</li> <li>• Find objects in a picture with the same beginning sound, with assistance.</li> <li>• Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).</li> <li>• Know first and last page of a book.</li> <li>• Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).</li> <li>• Recognize some signs and symbols in environment (stop signs).</li> <li>• Use pictures to predict a story.</li> <li>• Recite some words in familiar books from memory.</li> <li>• Fill in missing information in a familiar story.</li> <li>• Pretend to read a familiar book.</li> </ul>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.2b Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4.3a Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4.3b Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4.4a Recognizes some common words in print, such as his/ her name, mom, dad.</p> <p>LLD 4.4b Identifies six to seven letters and their sounds.</p> <p>LLD 4.5a Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print</p> <p>LLD 4.5b Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where</p>

- Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- Compare stories with real life.
- Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.
- Produce the sound of many recognized letters.
- Make up an ending for a story.
- Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.
- Use signs he/she sees for information (“no fishing” sign on dock).
- Give opinion on books in terms of sections enjoyed.
- Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).
- Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).  
Recognize beginning sound and letter in his or her name as well as some classmates.
- With prompting and support, run their finger under or over print as they pretend to read text.
- Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print).
- Recognize differences among letters, words, and numerals.
- Read own first name.
- Find objects in a picture with the same beginning sound,

to start reading on each page.

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 6 Reading Comprehension**

LLD 6.3a Talks about pictures and ideas in familiar stories.

LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.

LLD 6.4a Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story

LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.

LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from own life.

LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.



<p>with assistance (all items that begin with a “b”).</p> <ul style="list-style-type: none"> <li>• Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).</li> <li>• Provide one or more words that rhyme with a single word (What rhymes with log?).</li> <li>• Use character voices when retelling a story or event.</li> <li>• Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).</li> <li>• Recognize function of common labels in the environment (bathroom sign).</li> <li>• Use a simple cookbook, map, or similar printed material with assistance.</li> <li>• Enjoy “how-to” books, non-fiction, and reference books.</li> <li>• Share and talk about books with peers.</li> <li>• Look for books of interest.</li> <li>• Show interest in learning to read and make attempts at ‘reading’ favorite books aloud.</li> <li>• Pay attention to story and engage during entire picture book read aloud.</li> <li>• Have a favorite author/illustrator or series of books.</li> <li>• Identify book parts and features such as the front, back, title and author.</li> </ul>	
<p>Children use writing for a variety of purposes.</p>	
<p>Birth-9 Months:</p> <ul style="list-style-type: none"> <li>• Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).</li> <li>• Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).</li> <li>• Experiment with grasp when using different writing tools (crayon, paint brush, marker).</li> </ul>	<p><b>LLD 7 Writing</b> LLD 7.1 Explores writing materials.</p> <p><b>PD 2 Fine Motor</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p><b>MR 4 Measurement</b> MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p>

<ul style="list-style-type: none"> <li>● Focus on marks on paper.</li> <li>● Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.</li> <li>● Scribble on paper spontaneously.</li> </ul>	<p>MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p><b>CA 3 Visual Arts</b>  CA 3.1a Expresses emotions while exploring materials.  CA 3.1b Explores materials using gross motor movements and senses.</p>
<p>9-18 Months:</p> <ul style="list-style-type: none"> <li>● Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.</li> <li>● Imitate other’s writing, drawings, or scribbles by making own marks, dots or scribbles.</li> <li>● Use simple tools without adult assistance (makes mark on paper with large marker).</li> <li>● Scribble on paper purposefully.</li> <li>● Adjust body position to enable writing or drawing on paper.</li> <li>● Pretend to write on paper without regard to location or direction.</li> </ul>	<p><b>LLD 7 Writing</b>  LLD 7.1 Explores writing materials.  LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p><b>PD 2 Fine Motor</b>  PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p><b>MR 4 Measurement</b>  MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.  MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p><b>CA 3 Visual Arts</b>  CA 3.1a Expresses emotions while exploring materials.  CA 3.1b Explores materials using gross motor movements and senses.  CA 3.2a Uses materials to create shapes and symbols.  CA 3.2a Scribbles, colors or paints intentionally on paper.</p>
<p>18-36 Months:</p> <ul style="list-style-type: none"> <li>● Enjoy “making a mark” on paper and in play outside.</li> <li>● Enjoy scribbling and may label pictures using scribble writing.</li> <li>● Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.</li> <li>● Continue to observe and imitate adult writing behaviors.</li> <li>● Enjoy making large strokes and movements with paint</li> </ul>	<p><b>LLD 7 Writing</b>  LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.  LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p><b>PD 2 Fine Motor</b>  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

<p>and markers.</p> <ul style="list-style-type: none"> <li>● Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing.</li> </ul>	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.2a Scribbles, colors or paints intentionally on paper.  CA 3.2b Uses hands and feet to explore a variety of media.  CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.</p>
<p>3-5 Years:</p> <ul style="list-style-type: none"> <li>● Know the difference between printed letters and drawings.</li> <li>● Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.</li> <li>● Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).</li> <li>● Attempt to copy letters of the alphabet.</li> <li>● Label pictures using letter-like marks.</li> <li>● Try to connect sounds in spoken words with the written form.</li> <li>● Show interest in using approximations of letters to write their own name or other familiar words.</li> <li>● May use invented spelling with consistent or logical beginning sound substitutions.</li> <li>● Attempt to convey meaning through writing.</li> <li>● Dictate a story for an adult to put in print.</li> <li>● Begin to hold marker/pencil in a tripod grasp (48 months).</li> <li>● Write/draw/illustrate for a variety of purposes.</li> <li>● May attempt to write a short phrase or greeting.</li> <li>● May print several alphabetic letters for given letter names.</li> <li>● Show an interest in writing his or her first name.</li> </ul>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.  LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.  LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p><b>PD 2 Fine Motor</b></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.  PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p><b>MR 4 Measurement</b></p> <p>MR 4.3a Determines which object is bigger (heavier, longer) when given two objects.  MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.  MR 4.4a Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help  MR 4.4b Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.  MR 4.5a Estimates (not always logically) size and volume. Measures and describes findings.  MR 4.5b Arranges and orders multiple objects by size, length, hue or weight.</p> <p><b>CA 3 Visual Arts</b></p> <p>CA 3.3a Explores a variety of artistic tools and media.  CA 3.3b Uses materials to create shapes and symbols.  CA 3.4a Makes choices throughout the artistic process.</p>

- Make a simple storybook using pictures, personal experience or culture and some words, with assistance.
- Create a variety of written products that may or may not communicate intended message phonetically.
- Show an interest in copying simple words posted in the classroom or in the environment.
- May attempt to independently write some words using invented spelling.
- Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).

CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.

CA 3.5a Plans, designs and seeks materials to make a creation.

CA 3.5b Uses artistic tools and media to create intentional designs or images.

# Developmental Continuum of Skills

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code

Skill Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4


Benchmark 5


Benchmark 6


Benchmark 7

Benchmark 8


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


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


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary		
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
 Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.		
		LLD 1b Follows directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests 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	
 <b>Science</b>	<b>SCI 1 Investigation &amp; Inquiry</b>	<b>SCI 1</b> Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.	
		<b>SCI 2 Natural &amp; Earth Science</b>	<b>SCI 2a</b> Understands living and nonliving things	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
	<b>SCI 2b</b> Demonstrates knowledge of Earth's environment		Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.	
	<b>SCI 3 Physical Science</b>	<b>SCI 3</b> Explores forces, motion and physical properties of materials	Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
		<b>SCI 4 Technology</b>	<b>SCI 4</b> Uses tools and technology to performs tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.

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

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