



Alignment of the
Experience Early Learning Skills
with
Hawaii Early Learning Standards
from Birth to End of Kindergarten





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Hawaii Early Learning Standards from Birth to End of Kindergarten**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



[Framework and Continuum from Birth to End of Kindergarten](#)

Hawaii Early Learning Standards

Developmental Continuum of the Experience Early Learning Skills

Physical Well-Being, Health, and Motor Development (PHM)	
Motor Development	
Gross Motor Skills	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Experiment with different ways of moving (e.g. rolls over, crawls, begins to use arms and legs purposefully) (PHM.12.a) Reach for objects (PHM/GK.12.e) Balance while exploring immediate environment (e.g. sits while propped up) (PHM.12.c) 	<p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a) Experiment with different ways of balancing (e.g. squats to pick up toys, kneels when playing) (PHM.24.b) 	<p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 2 Fine Motor 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>24-36 months</p> <ul style="list-style-type: none"> Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a) Sustain balance during simple movement experiences (e.g. jumps off step, landing on two feet; jumps over small objects) (PHM.36.b) 	<p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

36-48 months <ul style="list-style-type: none"> Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a) Throw/kick ball with flexible body movements (PHM.48.b) Continue to sustain balance during simple movement experiences (PHM.48.c) 	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
48 months-KE <ul style="list-style-type: none"> Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a) Throw/kick/catch ball with a full range of motion and control (PHM.KE.b) Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c) 	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.1) Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.2) Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over). (PE.K-2.2.1) 	PD 1 Gross Motor PD 1.6 Changes direction and speed of movement.
Fine Motor Skills	
Birth-12 months <ul style="list-style-type: none"> Reach for and hold objects purposefully (PHM.12.d) 	PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
12-24 months	PD 2 Fine Motor

<ul style="list-style-type: none"> • Hold an object in one hand and manipulate with the other hand (PHM.24.c) • Grasp objects and pick up objects with thumb and forefingers (PHM.24.d) 	<p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another. MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Twist the wrist to accomplish a task (PHM.36.c) • Refine grasp to manipulate tools and objects (PHM.36.d) 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>MR 2 Spatial Awareness MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents. 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>36-48 months</p> <ul style="list-style-type: none"> • Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) • Hold writing/drawing tools with a three-point finger grip (PHM.48.f) 	<p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing 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>48 months-KE</p> <ul style="list-style-type: none"> • Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d) • Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e) 	<p>PD 2 Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p>	<p>PD 2 Fine Motor PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>

<ul style="list-style-type: none"> Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups. (PE.K-2.1.3) 	
Physical Development	
Physical Exercise	
Birth-12 months <ul style="list-style-type: none"> Show alertness during waking periods (PHM.12.b) 	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
12-24 months <ul style="list-style-type: none"> Sustain physical activity for at least three to five minutes at a time (PHM.24.e) 	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
24-36 months <ul style="list-style-type: none"> Participate in a variety of physical exercise. (PHM.36-48.e) 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
36-48 months <ul style="list-style-type: none"> Participate in a variety of physical exercise. (PHM.36-48.e) 	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
48 months KE <ul style="list-style-type: none"> Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate) (PHM.KE.f) Name a social or emotional benefit of participating in physical activities (PHM.KE.h) Participate in physical activities (PHM.KE.i) 	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Identify physiological indicators that accompany moderate to vigorous physical activities. (PE.K-2.4.1) 	PD 1 Gross Motor PD 1.6 Changes direction and speed of movement.

<ul style="list-style-type: none"> • Explain the benefits associated with exercise. (HE.K-2.1.2) • Describe the social and emotional benefits of participating in physical activities. (PE.K-2.3.2) • Participate regularly in physical activities. (PE.K-2.3.1) 	
Health and Personal Care	
Daily Living Skills	
Birth-12 months <ul style="list-style-type: none"> • Show preference for specific adults (PHM/SE.12.f) • Notice when parent or primary caregiver leaves (PHM/SE.12.g) 	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body to cue when physical needs are not met.
12-24 months <ul style="list-style-type: none"> • Seek out familiar adult when facing a challenging situation (PHM/SE.24.f) • Change focus and listen when adult is speaking (PHM/SE.24.g) • Recognize basic health care workers in books, pictures, or photographs (PHM.24.h) • With adult assistance, attempt or complete basic hygiene practices (PHM.24.i) 	PD 4 Personal Care PD 4.2 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.
24-36 months <ul style="list-style-type: none"> • Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f) • Recognize basic health care workers in books, pictures, photographs, and in person (PHM.36.g) • Attempt hygiene routines independently (PHM.36.h) 	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
36-48 months <ul style="list-style-type: none"> • Ask for help when hurt (PHM.48-KE.g) 	PD 4 Personal Care

<ul style="list-style-type: none"> • Name one person in the school or community who provides health support for others (PHM.48.h) • Attend to personal health needs and ask for assistance when needed (PHM.48.i) • Identify personal hygiene needs (e.g. “I need to go potty.”) (PHM.48.k) • With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.l) 	<p>PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Ask for help when hurt (PHM.48-KE.g) • Name people in the school or community who provide health support for others (PHM.KE.j) • Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k) • Identify and attend to personal hygiene needs (PHM.KE.l) • With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m) 	<p>PD 4 Personal Care PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p> <p>PD 5 Nutrition 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>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Explain when and who to ask for help in making health-related decisions and setting goals. (HE.K-2.6.1) • Name people in the school and community who provide health support for others. (HE.K-2.2.1) • Describe the benefits associated with personal cleanliness. (HE.K-2.1.7) • Describe how individuals can promote and protect their own health. (HE.K-2.1.5) (HE.K-2.7.1) • Name a personal health goal and describe a plan to achieve it. (HE.K-2.6.2) • Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, 	<p>PD 4 Personal Care PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p>PD 5 Nutrition PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>

<p>school, media) factors that influence health behaviors. (HE.K-2.4.1)</p> <ul style="list-style-type: none"> Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses. (HE.K-2.1.8) 	
Nutrition	
<p>24-36 months</p> <ul style="list-style-type: none"> Select from healthy food choices (PHM.36.i) 	<p>PD 5 Nutrition</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Identify healthy food choices (PHM.48.m) 	<p>PD 5 Nutrition</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Can explain that some foods help bodies to grow and be healthy (PHM.KE.n) 	<p>PD 5 Nutrition</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Describe the benefits associated with a healthy diet. (HE.K-2.1.3) 	<p>PD 5 Nutrition</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Safe Practices	
<p>12-24 months</p> <ul style="list-style-type: none"> Cooperate with basic safety practices (PHM/GK.24.j) 	<p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Use basic safety practices (PHM/GK.36-48.j) 	<p>PD 3 Safety</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Use basic safety practices (PHM/GK.36-48.j) Identify helpful and harmful substances (PHM.48.o) 	<p>PD 3 Safety</p> <p>PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.</p>

48 months KE <ul style="list-style-type: none"> Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o) Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p) 	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Describe barriers and situations that are safe, risky, or harmful to self and others. (HE.K-2.1.4) Describe helpful and harmful substances and their proper use. (HE.K-2.1.6) 	PD 3 Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Rules and Regulations	
12-24 months <ul style="list-style-type: none"> Cooperate with basic safety practices (PHM/GK.24.j) 	SS 2 Civics & Economics SS 2.2a Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
24-36 months <ul style="list-style-type: none"> Use basic safety practices (PHM/GK.36-48.j) 	SS 2 Civics & Economics SS 2.3a Recognizes and attends to authority figures. Recognizes ownership of familiar objects.
36-48 months <ul style="list-style-type: none"> With adult assistance, retell a rule or safety practice (PHM/GK.48.n) 	SS 2 Civics & Economics SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.
48 months KE <ul style="list-style-type: none"> Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q) 	SS 2 Civics & Economics SS 2.5a Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Identify basic rules for safe participation in physical activities. (PE.K-2.2.2) 	SS 2 Civics & Economics SS 2.6a Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.

Social and Emotional Development (SE)	
Social Development	
Interactions with Adults	
Birth-12 months <ul style="list-style-type: none"> Show preference for specific adults (PHM/SE.12.f) Notice when parent or primary caregiver leaves (PHM/SE.12.g) 	SED 4 Social Relationships 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.
12-24 months <ul style="list-style-type: none"> Seek out familiar adult when facing a challenging situation (PHM/SE.24.f) Change focus and listen when adult is speaking (PHM/SE.24.g) 	SED 4 Social Relationships SED 4.2a Greets and stays near familiar people. Mimics facial expressions of others. SED 4.2c Explores people and their features side by side in a book or a mirror.
24-36 months <ul style="list-style-type: none"> Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f) 	SED 1 Self-Awareness SED 1.3a Expresses likes and dislikes. SED 4 Social Relationships SED 4.3a Identifies and plays side by side with a new or familiar person.
36-48 months <ul style="list-style-type: none"> With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a) 	SED 4 Social Relationships SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.
48 months KE <ul style="list-style-type: none"> Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a) 	SED 4 Social Relationships SED 4.5a Initiates play, conversations and interactions with one or more persons.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Use greetings, leave-takings, and simple courtesy expressions. (WL.IE.K.1.1) 	SED 4 Social Relationships SED 4.6a Describes friendships and meaningful relationships. SED 4.6b Suggests solutions to group problems. SED 4.6c Identifies complex feelings of others and responds accordingly.

Interactions with Peers	
<p>Birth-12 months</p> <ul style="list-style-type: none"> • Make sounds when other children are in view (SE.12.c) • Reach out to touch peer (e.g. face, hair, hand) (SE.12.d) • Smile at another infant or at self in mirror (SE.12.e) • Repeat actions many times to cause a desired effect (SE.12.a) • React when someone is crying or upset (SE.12.b) 	<p>SED 4 Social Relationships</p> <p>SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p>SED 4.1b Enjoys turn-taking games such as peek-a-boo.</p> <p>SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> • Imitate actions of other children (SE.24.a) • Respond appropriately to others' expressions of wants (SE.24) • Experiment with effects of own actions on objects and people (SE.24.c) 	<p>SED 4 Social Relationships</p> <p>SED 4.2a Greets and stays near familiar people.</p> <p>SED 4.2b Mimics facial expressions of others.</p> <p>SED 4.2c Explores people and their features side-by-side in a book or a mirror.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Play near other children and use similar materials or actions (SE.36.a) • Interact with other children during play (SE.36.b) • Demonstrate concerns about the feelings of others (SE.36.c) 	<p>SED 4 Social Relationships</p> <p>SED 4.3a Identifies and plays side-by-side with a new or familiar person.</p> <p>SED 4.3b Helps or participates in an activity when asked.</p> <p>SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Initiate interactions with other children or interact when other children initiate (SE.48.b) • Participate in small- and large-group activities (SE.48.c) • Make and maintain a friendship with at least one child (SE.48.d) • At times, recognize and name the feeling of self and others (SE.48.e) 	<p>SED 4 Social Relationships</p> <p>SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <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>48 months KE</p>	<p>SED 4 Social Relationships</p>

<ul style="list-style-type: none"> Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b) Use turn-taking in conversations and in play (SE.KE.c) Share materials, toys, and ideas during play (SE.KE.d) Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e) 	<p>SED 4.5a Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Use effective verbal and nonverbal communication. (HE.K-2.5.1) Participate cooperatively and appropriately with others to achieve shared goals. (KGLO #2.1) Show respect and recognize the feeling of others. (KGLO #2.2) Describe how to be a good friend and responsible family member. (HE.K-2.5.4) 	<p>SED 4 Social Relationships</p> <p>SED 4.6a Describes friendships and meaningful relationships.</p> <p>SED 4.6b Suggests solutions to group problems.</p> <p>SED 4.6c Identifies complex feelings of others and responds accordingly.</p>
Adaptive Social Behavior	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Respond to changes in adult's voice or tone (SE.12.h) 	<p>SS 2 Civics & Economics</p> <p>SS 2.1a Attends to others in immediate environment. Grasps and releases objects.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Understand one word rules, such as "no" or "stop" (SE.24.d) Assert ownership (e.g. by saying "mine") (SE.24.e) 	<p>SS 2 Civics & Economics</p> <p>SS 2.2a Participates in communal activities. Expresses a desire for an object or action. Says me, mine.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> With adult assistance, follow rules (SE.36.d) 	<p>SS 2 Civics & Economics</p> <p>SS 2.3a Recognizes and attends to authority figures. Recognizes ownership of familiar objects.</p>

36-48 months <ul style="list-style-type: none"> Follow routines and social rules in a group setting most of the time (SE.48.f) 	SS 2 Civics & Economics SS 2.4a Identifies complex feelings of others and responds accordingly.
48 months KE <ul style="list-style-type: none"> Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f) 	SS 2 Civics & Economics 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Follow school and classroom rules. (KGLO #2.3) Use school materials/tools properly. (KGLO #6.1) 	SS 2 Civics & Economics SS 2.6a Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SS 2.6b Exchanges money, goods or services for other goods or services. Identifies value of differing coins.
Emotional Development	
Self-efficacy	
Birth-12 months <ul style="list-style-type: none"> Behave in consistent ways to elicit desired response (SE.12.i) 	SED 1 Self-Awareness SED 1.1b Vocalizes or moves to express wants and needs. PD 5 Nutrition PD 5.1 Cries when hungry or tired. LLD 2 Communication LLD 2.1c Makes noises and gestures to communicate.
12-24 months Begin to demonstrate the need to complete tasks on his/her own (SE.24.h)	SED 1 Self-Awareness 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.
24-36 months <ul style="list-style-type: none"> Demonstrate confidence in meeting own needs (SE.36.e) 	SED 1 Self-Awareness 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.

36-48 months <ul style="list-style-type: none"> Demonstrate confidence in own abilities (SE.48.g) 	SED 1 Self-Awareness 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.
48 months KE <ul style="list-style-type: none"> Show satisfaction in accomplishments (SE.KE.g) Follow routines for care of own belongings and school supplies (SE.KE.h) 	SED 1 Self-Awareness 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. SED 2 Self-Regulation SED 2.5c Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Set goals. (KGLO #1.4) <ul style="list-style-type: none"> Organize workplace and materials. (KGLO #1.2) 	SED 1 Self-Awareness SED 1.6b Negotiates to attain personal preference in a situation.
Self-control and Regulation	
Birth-12 months <ul style="list-style-type: none"> With adult assistance, begin to regulate emotions (SE.12.j) Comfort self when tired or stressed (SE.12.k) 	SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.1c Cooperates during familiar routines and familiar activities.
12-24 months <ul style="list-style-type: none"> Begin to express likes and dislikes (SE.24.i) Begin to develop strategies to manage expression of feelings (SE.24.j) 	SED 2 Self-Regulation 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 2.2c Redirects to a new activity with help from caregivers.
24-36 months <ul style="list-style-type: none"> Begin to regulate emotions (SE.36.f) 	SED 2 Self-Regulation SED 2.3a Experiments and role-plays with a range of emotions.
36-48 months	SED 2 Self-Regulation SED 2.4a Recognizes and names a few personal feelings.

<ul style="list-style-type: none"> Regulate own emotions and behavior most of the time (SE.48.h) 	
48 months KE <ul style="list-style-type: none"> Regulate emotions and begin to show self control in handling frustration and disappointment (SE.KE.i) 	SED 2 Self-Regulation 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. SED 2.5c Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Describe personal stressors and ways to deal with stressful situations. (HE.K-2.3.1) 	SED 2 Self-Regulation SED 2.6a Identifies past, current and future feelings and explains when they might experience different feelings. SED 2.6b Describes appropriate responses to different emotions. SED 2.6c Transitions from one activity to the next and helps others through the transition.
Emotional Expression	
Birth-12 months <ul style="list-style-type: none"> Express emotion related to basic needs (e.g. cries when distressed, laughs when happy, shakes head “no” when presented with something he/she does not like) (SE.12.l) 	SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.1c Reacts to changes in tone of voice or expression.
12-24 months <ul style="list-style-type: none"> Express emotion related to a problem or conflict (SE.24.k) Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l) 	SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.1c Reacts to changes in tone of voice or expression. SED 2.2b Soothes self by seeking a familiar adult or thing.
24-36 months <ul style="list-style-type: none"> Begin to label feelings (SE.36.g) 	SED 2 Self-Regulation SED 2.2b Soothes self by seeking a familiar adult or thing. SED 2.2a Experiments and role-plays with a range of emotions. SED 2.2b Mimics breathing and calming strategies. Practices waiting for a turn. SED 2.3a Recognizes and names a few personal feelings. SED 2.3b Controls impulses with reminders.

	SED 2.3c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
36-48 months <ul style="list-style-type: none"> Regulate own emotions and behavior most of the time (SE.48.h) 	SED 2 Self-Regulation SED 2.3a Recognizes and names a few personal feelings. SED 2.3b Controls impulses with reminders. SED 2.3c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2.4a Identifies and describes personal feelings. SED 2.4b Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
48 months KE <ul style="list-style-type: none"> Express emotions through socially appropriate actions and words (SE.KE.j) Communicate personal experiences or interests (SE.KE.k) Recognize and describe own feelings (SE.KE.l) 	SED 2 Self-Regulation SED 2.4a Identifies and describes personal feelings. SED 2.4b Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.5a Identifies past, current and future feelings and explains when they might experience different feelings. SED 2.5b Describes appropriate responses to different emotions. SED 2.5c Transitions from one activity to the next and helps others through the transition.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Describe appropriate ways to express feelings. (HE.K-2.1.1) 	SED 2 Self-Regulation SED 2.5b Describes appropriate responses to different emotions. SED 2.5c Transitions from one activity to the next and helps others through the transition. SED 2.6a Anticipates an emotional response that may result from a given situation. SED 2.6b Describes strategies to calm oneself in new or stressful situations. SED 2.6c Describes strategies to adjust and calm oneself in new or stressful situations.
Approaches to Learning (AL)	
Learning Approaches	
Initiative and Creativity	
Birth-12 months	SCI 1 Investigation & Inquiry

<ul style="list-style-type: none"> Use senses to explore the immediate environment (AL/LA.12.a) 	<p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) Show interest in new activities and experiences (AL/LA.24.g) 	<p>SCI 1 Investigation & Inquiry</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>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) With adult assistance, try new activities or experiences (AL/LA.36.b) 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</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 3 Physical Science</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>36-48 months</p> <ul style="list-style-type: none"> Try new activities and experiences independently (AL/LA.48.a) 	<p>SCI 1 Investigation & Inquiry</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. SCI</p> <p>SCI 3 Physical Science</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>48 months KE</p>	<p>SCI 1 Investigation & Inquiry</p>

<ul style="list-style-type: none"> • Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a) 	<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>SCI 3 Physical Science</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Work independently and ask for help when needed. (KGLO#1.1) 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.</p> <p>SCI 3 Physical Science</p> <p>SCI 1.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>SCI 1.6 Describes how living things obtain what they need to survive. Groups living things by similar features.</p>
<p>Persistence and Attentiveness</p>	
<p>Birth-12 months</p> <ul style="list-style-type: none"> • Pay attention and try to reproduce desired effects and outcomes (AL.12.b) • Pay attention to sights and sounds (AL.12-24.c) 	<p>SED 3 Attention & Persistence</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>12-24 months</p>	<p>SED 3 Attention & Persistence</p>

<ul style="list-style-type: none"> Repeat difficult tasks or activities many times to achieve mastery (AL.24.b) Pay attention to sights and sounds (AL.12-24.c) 	<p>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>24-36 months</p> <ul style="list-style-type: none"> Show confidence and pleasure in the completion of a task or activity (AL.36.c) Begin to show persistence in a variety of tasks (AL.36.d) 	<p>SED 3 Attention & Persistence SED 3.2a Attends to what others are looking at or pointing to 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 needed.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Plan and pursue a variety of challenging tasks (AL.48-KE.b) With adult assistance, sustain longer interest in working on a task or in play (AL.48.c) 	<p>SED 3 Attention & Persistence 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 needed SED 3.4b Initiates an activity and seeks help to complete it.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Plan and pursue a variety of challenging tasks (AL.48-KE.b) Sustain work on age appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c) 	<p>SED 3 Attention & Persistence SED 3.4b Initiates an activity and seeks help to complete it. SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3.5b Demonstrates flexibility and imagination while working on a task.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Strive to complete work neatly and correctly. (KGLO #4.1) Set and strive toward learning goals. (KGLO #4.2) Make productive use of class time. (KGLO #1.3) 	<p>SED 3 Attention & Persistence SED 3.5a Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3.5b Demonstrates flexibility and imagination while working on a task. SED 3.6a Sustains focus for at least 10 minutes even if there are distractions. SED 3.6b Imagines new ways to approach a task or discover information when obstacles are present.</p>
Problem Solving	
<p>Birth-12 months</p> <ul style="list-style-type: none"> React to a problem (AL/LA.12.d) 	<p>MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p>

12-24 months <ul style="list-style-type: none"> Use single object in different ways (AL/LA.24.d) 	MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary. MR 7.2 Experiments with cause and effect.
24-36 months <ul style="list-style-type: none"> Use materials in new ways to accomplish task (AL/LA.36.e) 	MR 7 Logic & Reasoning 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.
36-48 months <ul style="list-style-type: none"> Solve problems without having to try every possibility (AL/LA.48.d) 	MR 7 Logic & Reasoning 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.
48 months KE <ul style="list-style-type: none"> Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d) 	MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Solve problems in different ways.(KGLO #3.3) Make good choices. (KGLO #2.4) 	MR 7 Logic & Reasoning MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.
Reflection and Interpretation	
Birth-12 months <ul style="list-style-type: none"> Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e) 	SS 2 Civics & Economics SS 2.1a Attends to others in immediate environment. SS 2.1b Grasps and releases objects.
12-24 months <ul style="list-style-type: none"> Prefer routines and activities that mirror home routines (AL/LA.24.e) Relate objects and people to events (AL/LA.24.f) 	SS 2 Civics & Economics SS 2.2a Participates in communal activities. SS 2.2b Expresses a desire for an object or action. Says me, mine.
24-36 months	SS 2 Civics & Economics

<ul style="list-style-type: none"> Recognize specific activities that are home or school functions (AL/LA.36.f) With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g) 	<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>36-48 months</p> <ul style="list-style-type: none"> Retell experiences in order, providing details (AL/LA.48-KE.e) Recall past experiences in new situations (AL/LA.48.f) 	<p>SS 2 Civics & Economics</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>48 months KE</p> <ul style="list-style-type: none"> Retell experiences in order, providing details (AL/LA.48-KE.e) Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) 	<p>SS 2 Civics & Economics</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 2.5b Applies familiar rules and suggests new rules in a variety of situations.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Use prior knowledge and experiences to solve problems. (KGLO #3.1) Explain answers and make adjustments. (KGLO #3.2) 	<p>SS 2 Civics & Economics</p> <p>SS 2.6a Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2.6b Exchanges money, goods or services for other goods or services. Identifies value of differing coins.</p>
Effective and Ethical Use of Technology	
<p>24-36 months</p> <ul style="list-style-type: none"> Engage in tactile experiences, creating letters and other forms (AL/LA.36.h) 	<p>SCI 4 Technology</p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g) 	<p>SCI 4 Technology</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>

<ul style="list-style-type: none"> • Create letters and other forms using various materials (AL/LA.48.h) 	
<p>48 months KE</p> <ul style="list-style-type: none"> • With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g) • Experiment with a variety of writing tools and surfaces (AL/LA.KE.h) • Identify technology that can be used to gain information (AL.KE.i) 	<p>SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Use various technologies to find information. (KGLO #6.2) • Use various technologies to create new products. (KGLO #6.3) • Explain how technology is used every day. (KGLO #6.4) • Use technology in a responsible manner. (KGLO #6.5) 	<p>SCI 4 Technology SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
Cognition and General Knowledge (GK)	
Mathematics and Numeracy	
Number Sense	
<p>12-24 months</p> <ul style="list-style-type: none"> • Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b) • Begin to use number concepts (e.g. "I want more.") (GK.24.c) • Demonstrate an awareness of simple patterns (GK.24.d) 	<p>MR 1 Number Sense MR 1.2a Recognizes the numeral one and sees other numerals around the room. MR 1.2b Repeats number words when heard. MR 1.2c Demonstrates an understanding of one, two and more.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Verbally count to 5 (GK.36.b) 	<p>MR 1 Number Sense MR 1.2a Recognizes the numeral one and sees other numerals around the room.</p>

<ul style="list-style-type: none"> • Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c) • Recognize and name few numerals (GK.36.d) • Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c) • Recognize simple patterns (GK.36.e) 	<p>MR 1.2b Repeats number words when heard. MR 1.2c Demonstrates an understanding of one, two and more. MR 1.3a Recognizes numerals to three. MR 1.3b Points to one object at a time while counting (not always in correct order). MR 1.3c Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Verbally count to 10 (GK.48.a) • Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b) • Recognize and name written numerals to 5 (GK.48.c) • Demonstrate an understanding of one to-one correspondence (GK.48.d) • Recognize and name the number of items in a small set, up to 5 objects (GK.48.e) • Recognize and duplicate simple patterns (GK.48.f) 	<p>MR 1 Number Sense MR 1.4a Identifies numerals to five. MR 1.5b Counts up to ten objects. MR 1.5c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Verbally count to 20 by ones (GK.KE.a) • Demonstrate ability to count in sequence (GK.KE.b) • Recognize and name written numerals to 10 (GK.KE.c) • Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d) • Count as many as 7 things in a scattered configuration with no errors (GK.KE.e) • Recognize, create, and repeat simple patterns (GK.KE.f) 	<p>MR 1 Number Sense MR 1.5b Counts up to ten objects. MR 1.5c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.6a Identifies and writes numerals to 20. MR 1.6b Counts to 100 by ones and tens. Counts forward from a given number. MR 1.6c Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p> <p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Count to 100 by ones and by tens. (K.CC.A.1) 	<p>MR 1 Number Sense MR 1.6a Identifies and writes numerals to 20.</p>

<ul style="list-style-type: none"> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.A.2) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3) Compare two numbers between 1 and 10 presented as written numerals. (K.CC.C.7) Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.B.4) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.B.4.A) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (K.CC.B.4.B) Understand that each successive number name refers to a quantity that is one larger.(K.CC.B.4.C) Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.B.5) 	<p>MR 1.6b Counts to 100 by ones and tens. Counts forward from a given number</p> <p>MR 1.6c Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p> <p>MR 1.7a Identifies numerals to 100 and understands place value to the hundreds place.</p> <p>MR 1.7b Counts in sequence to 120 from a given number.</p> <p>MR 1.7c Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.</p> <p>MR 5 Patterns</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p> <p>MR 5.7 Creates or extends increasing or decreasing patterns.</p>
Operations	
12-24 months <ul style="list-style-type: none"> Begin to use number concepts (e.g. "I want more.") (GK.24.c) 	<p>MR 1 Number Sense</p> <p>MR 1.2a 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>
24-36 months	MR 1 Number Sense

<ul style="list-style-type: none"> • Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c) 	<p>MR 1.3a Recognizes numerals to three. MR 1.3b Points to one object at a time while counting (not always in correct order). MR 1.3c Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Recognize and name the number of items in a small set, up to 5 objects (GK.48.e) 	<p>MR 1 Number Sense MR 1.4a Identifies numerals to five. MR 1.4b Counts up to ten objects. MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g) • Count as many as 7 things in a scattered configuration with no errors (GK.KE.e) 	<p>MR 1 Number Sense MR 1.5a Identifies numerals to 10. MR 1.5b Solves addition and subtraction problems within ten. MR 1.5c Counts up to 20 objects.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1) • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies, include groups with up to 10 objects. (K.CC.C.6) • Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2) 	<p>MR 1 Number Sense MR 1.6a Identifies and writes numerals to 20. MR 1.6b Counts to 100 by ones and tens. MR 1.6c Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>

<ul style="list-style-type: none"> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K.OA.A.3) For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.A.4) Fluently add and subtract within 5. (K.OA.A.5) Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1) 	
Measurement and Data	
12-24 months <ul style="list-style-type: none"> Make simple comparison between two objects (GK.24.e) Show an interest in matching and sorting according to color, size, or shape (GK.24.f) 	MR 4 Measurement MR 4.2a Explores size and weight of objects in relation to self. MR 6 Classification MR 6.2 When shown one object, finds the match.
24-36 months <ul style="list-style-type: none"> Identify characteristics for comparison (e.g. size, color, shape) (GK.36.f) With adult assistance, order a few objects by size (GK.36.g) Match and sort according to one attribute, such as color, size, or shape (GK.36.h) 	MR 4 Measurement MR 4.3a Determines which object is bigger (heavier, longer) when given two objects. MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics
36-48 months	MR 4 Measurement

<ul style="list-style-type: none"> • Understand the purpose of standard measuring tools (GK.48.g) • Order objects according to one attribute of length, weight, capacity, or area (GK.48.h) • Sort objects into subgroups by one or two attributes (GK.48.i) 	<p>MR 4.4a Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h) • Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i) • Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j) 	<p>MR 4 Measurement MR 4.5a Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1) • Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.A.2) • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10). (K.MD.B.3) 	<p>MR 4 Measurement MR 4.6a Makes logical estimates and uses measurement tools to check estimation.</p> <p>MR 6 Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
<p>Geometry</p>	

<p>12-24 months</p> <ul style="list-style-type: none"> • Move body in different directions, such as up, down, around, or under (GK.24.g) • Recognize basic shapes in the environment (GK.24.h) • With adult assistance, explore the ways that shapes and objects fit together (GK.24.j) 	<p>MR 2 Spatial Awareness 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>MR 3 Shapes MR 3.2 Matches two identical shapes.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Imitate basic directionality with adults and peers (GK.36.i) • Match two identical shapes (GK.36.k) • Explore the ways that shapes and objects fit together (GK.36.l) 	<p>MR 2 Spatial Awareness 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 2.3b Finds or places objects next to, between, in front of or behind self.</p> <p>MR 3 Shapes MR 3.3 Identifies a few basic shapes.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Follow basic directionality with adults and peers (GK.48.j) • Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k) • Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k) • With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l) 	<p>MR 2 Spatial Awareness MR 2.4a Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2.4b When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k) • Recognize and name common shapes, their parts and attributes (GK.KE.l) • Recognize and name common shapes, their parts and attributes (GK.KE.l) 	<p>MR 2 Spatial Awareness MR 2.5a Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2.5b Explains the location of an object in relation to another object.</p> <p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>

<ul style="list-style-type: none"> Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m) 	
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1) Correctly name shapes regardless of their orientations or overall size. (K.G.2) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.A.3) Analyze and compare two- and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.B.4) Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5) Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?" (K.G.B.6) 	<p>MR 2 Spatial Awareness</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>MR 2.6a Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2.6b Makes simple maps or models to represent the location of objects.</p> <p>MR 3 Shapes</p> <p>MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Science	
Scientific and Engineering Practices	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Place objects in mouth to discover their characteristics (GK.12.a) 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p>

12-24 months <ul style="list-style-type: none"> • Use the senses as tools with which to observe (GK.24.k) • Ask questions without seeking answers (GK.24.l) 	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.
24-36 months <ul style="list-style-type: none"> • Use the senses as tools with which to observe and describe (GK.36.m) • Ask questions and may seek answers (GK.36.n) 	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
36-48 months <ul style="list-style-type: none"> • Use the senses as tools with which to observe, describe, and classify (GK.48.m) • With adult assistance, discuss changes in materials or objects observed (GK.48.o) • Ask questions and seek answers about the world around them (GK.48.p) 	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
48 months KE <ul style="list-style-type: none"> • Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n) • Make predictions about changes in materials or objects based on past experience (GK.KE.o) • With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p) 	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> • Use the senses to make observations. (SC.K.1.1) • Collect data about living and non-living things. (SC.K.1.3) • Ask questions about the world around them. (SC.K.1.2) 	SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
Physical Science	

<p>Birth-12 months</p> <ul style="list-style-type: none"> Place objects in mouth to discover their characteristics (GK.12.a) 	<p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Explore the characteristics of objects (GK.24.m) Move objects in more than one way (GK.24.n) 	<p>SCI 3 Physical Science</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Identify differences in the properties of some objects or materials (GK.36.o) Use words to describe when moving objects in different ways (GK.36.p) 	<p>SCI 3 Physical Science</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Make comparisons among objects that have been observed (GK.48.q) With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r) 	<p>SCI 3 Physical Science</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r) Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s) 	<p>SCI 3 Physical Science</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Classify objects by their attributes (e.g., physical properties, materials of which they are made). (SC.K.6.1) 	<p>SCI 3 Physical Science</p> <p>3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>

<ul style="list-style-type: none"> Identify that objects will fall to the ground unless something is holding them up. (SC.K.7.1) 	
Life Sciences	
Birth-12 months <ul style="list-style-type: none"> Show interest in the natural world (GK.12.b) Recognize self and family members (GK.12.c) 	SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses. SCI 2.1b Reacts to weather changes in immediate environment.
12-24 months <ul style="list-style-type: none"> Differentiate between animal and plant (GK.24.o) Distinguish between adult and baby (GK.24.p) 	SCI 2 Natural & Earth Science 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.
24-36 months <ul style="list-style-type: none"> Begin to understand the difference between living and non-living things (GK.36.q) Identify adults and their offspring (GK.36.r) Name some common animals and their babies (GK.36.s) 	SCI 2 Natural & Earth Science SCI 2.3c Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2.3b Notices changes in temperature or weather.
36-48 months <ul style="list-style-type: none"> Identify the physical properties of some living and non-living things (GK.48.s) Notice similarities and differences between animals and their offspring (GK.48.t) 	SCI 2 Natural & Earth Science 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.
48 months KE <ul style="list-style-type: none"> Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t) Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u) Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v) 	SCI 2 Natural & Earth Science 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 life.

<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Identify differences between living and non-living things. (SC.K.4.1) Identify similarities and differences between plants and animals. (SC.K.3.1) Identify ways in which some offspring are very much like their parents, although not exactly. (SC.K.5.1) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.6a Describes how living things obtain what they need to survive. Groups living things by similar features.</p> <p>SCI 2.6b Explains that different places have disparate kinds of weather and climates.</p>
Earth's Place in the Universe	
<p>12-24 months</p> <ul style="list-style-type: none"> Observe weather conditions (GK.24.q) Differentiate between night and day (GK.24.r) Point to or label sky, sun, cloud, star, moon (GK.24.s) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.</p> <p>SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Notice weather change (GK.36.t) Identify the sky's different characteristics during night and day (GK.36.u) Notice differences in cloud patterns (GK.36.v) 	<p>SCI 2 Natural & Earth Science</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>36-48 months</p> <ul style="list-style-type: none"> Identify the characteristics of weather based on first hand observations using related vocabulary (GK.48.u) Describe the effects of the sun or sunlight (GK.48.v) 	<p>SCI 2 Natural & Earth Science</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>48 months KE</p> <ul style="list-style-type: none"> Describe and anticipate weather changes (GK.KE.w) Name any celestial object seen in the day or night sky (GK.KE.x) 	<p>SCI 2 Natural & Earth Science</p> <p>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 life.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Report and describe weather changes from day to day and over the seasons. (SC.K.8.1) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.6a Describes how living things obtain what they need to survive. Groups living things by similar features.</p>

<ul style="list-style-type: none"> Identify different types of celestial objects seen in the day and night sky. (SC.K.8.2) 	SCI 2.6b Explains that different places have disparate kinds of weather and climates.
Engineering, Technology, and Applications of Science	
Birth-12 months <ul style="list-style-type: none"> Place objects in mouth to discover their characteristics (GK.12.a) 	SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.
12-24 months <ul style="list-style-type: none"> Explore the characteristics of objects (GK.24.m) 	SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
24-36 months <ul style="list-style-type: none"> Use simple tools to continue exploration (GK.36.w) 	SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.
36-48 months <ul style="list-style-type: none"> Identify and use simple tools to extend observations (GK.48.w) 	SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.
48 months KE <ul style="list-style-type: none"> With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y) 	SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Identify different types of technologies at home, in the classroom, and/or in the world. (SC.K.2.1) 	SCI 4 Technology SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
Social Studies	
History	
12-24 months	SED 2 Self-Regulation SED 2.1c Reacts to changes in tone of voice or expression.

<ul style="list-style-type: none"> Respond to changes in routines or schedule (GK.24.t) 	<p>SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> State periods of day when events occur (GK.36.x) 	<p>SED 2 Self-Regulation 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>SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Discuss and identify the order of daily routines (GK.48.x) Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y) 	<p>SED 2 Self-Regulation SED 2.4c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Recognize calendars and simple timelines (GK.KE.z) 	<p>SED 2 Self-Regulation SED 2.5c Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Explain change and continuity over time, using calendars and simple timelines. (SS.K.1.1) Describe historically significant events and observances in American history. (SS.K.3.1) 	<p>SED Self-Regulation SED 2.6c Transitions from one activity to the next and helps others through the transition.</p> <p>S 4 History & Sense of Time SS 4.6 Retells historical, fictional or past events or stories.</p>
Geography	
Birth-12 months	PD 2 Fine Motor

<ul style="list-style-type: none"> • Move to explore environment (e.g. rolls over, crawls, begins to use arms and legs purposefully) (GK.12.d) • Reach for objects (PHM/GK.12.e) 	<p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> • Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a) 	<p>SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Follow a pathway or roadway on a large car mat (GK.36.y) • Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a) 	<p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Construct a roadway or path out of blocks or other building materials (GK.48.z) • Respond appropriately to moving body in directional ways (GK.48.aa) 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Construct and describe simple maps of the classroom or home (GK.KE.aa) 	<p>SS 3 Geography 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>

<ul style="list-style-type: none"> Engage in activities that build understanding of words for locations and direction (GK.KE.bb) 	
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, and cities). (SS.K.7.1) Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions). (SS.K.7.2) 	<p>SS 3 Geography</p> <p>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
Economics	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Make basic needs known (e.g. cries when hungry) (GK.12.f) 	<p>SS 2 Civics & Economics</p> <p>SS 2.1a Attends to others in immediate environment. SS 2.1b Grasps and releases objects.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Name some basic needs with single words (e.g. “milk”, “Mama”) (GK.24.u) 	<p>SS 2 Civics & Economics</p> <p>SS 2.2a Participates in communal activities. SS 2.2b Expresses a desire for an object or action. Says me, mine.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Recognize that others have basic needs (e.g. offers a cookie or a hug)(GK.36.z) Name self in pictures (GK.36.aa) Recognize that money is needed to purchase materials (GK.36.bb) Identify that businesses provide goods or services (GK.36.cc) 	<p>SS 2 Civics & Economics</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.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Identify some basic needs and how to meet them (e.g. “When I’m thirsty, I get a drink.”) (GK.48.bb) Pretend to be a buyer or seller (GK.48-KE.cc) 	<p>SS 2 Civics & Economics</p> <p>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.</p>

<ul style="list-style-type: none"> Identify that adults go to work to earn money (GK.48.dd) 	
48 months KE <ul style="list-style-type: none"> Identify people's basic needs and explain how they fulfill them (GK.KE.dd) Identify buyers and sellers (GK.KE.ee) Pretend to be a buyer or seller (GK.48-KE.cc) Identify one or two workers, and their jobs in the community (GK.KE.ff) 	SS 2 Civics & Economics SS 2.5a Applies familiar rules and suggests new rules in a variety of situations. SS 2.5b Explores the use of trade to receive objects or services.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Explain people's basic needs and how they fulfill them. (SS.K.8.1) Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer). (SS.K.8.2) Identifies various workers and their jobs in the community (CTE.K.2.2) 	SS 2 Civics & Economics SS 2.6a Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SS 2.6b Exchanges money, goods or services for other goods or services.
Government/Political Science	
12-24 months <ul style="list-style-type: none"> Cooperate with basic safety practices (PHM/GK.24.j) 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24-36 months <ul style="list-style-type: none"> Use basic safety practices (PHM/GK.36-48.j) 	PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger.
36-48 months <ul style="list-style-type: none"> With adult assistance, retell a rule or safety practice (PHM/GK.48.n) Use basic safety practices (PHM/GK.36-48.j) 	PD 3 Safety PD 3.4 Follows safety rules and seeks opportunities to help others follow rules.
48 months KE	SS 2 Civics & Economics SS 2.3a Recognizes and attends to authority figures.

<ul style="list-style-type: none"> Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q) 	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Identify rules that apply in different settings and the results from complying or not complying with these rules. (SS.K.4.1) Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings. (SS.K.5.1) Demonstrate ways to improve the quality of life in own school or community. (SS.K.5.2) 	SS 2 Civics & Economics SS 2.3a Recognizes and attends to authority figures. SS 2.4b Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. PD 3 Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Community and Culture	
Community	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Become aware of self (GK.12.g) Respond to name (GK.12.h) 	SS 1 Culture & Community 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>12-24 months</p> <ul style="list-style-type: none"> Repeat activities through trial and error, and look at adult for acknowledgement of success (GK.24.v) Accomplish a new task and clap for self (GK.24.w) 	SS 1 Culture & Community SS 1.2a Recognizes the difference between a familiar and unfamiliar person SS 1.2b With help, participates in family traditions and customs SS 1.2c Explores people and their features side by side in a book or a mirror.
<p>24-36 months</p> <ul style="list-style-type: none"> Have knowledge of own characteristics, such as name, gender, age, physical traits, and family roles (GK.36.dd) Name self in pictures (GK.36.aa) 	SS 1 Culture & Community SS 1.3a Identifies familiar people and pets. SS 1.3b Recognizes familiar symbols or artifacts of family traditions or customs. SS 1.3c Identifies physical similarities and differences between self and others.

36-48 months <ul style="list-style-type: none"> Relate own identification information (GK.48.ee) 	SS 1 Culture & Community SS 1.4a Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
48 months KE <ul style="list-style-type: none"> Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg) 	SS 1 Culture & Community SS 1.5a Identifies roles of self and others and describes the job each may do.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Explain that current learning relates to life outside the classroom. (CTE.K.2.1) 	SS 1 Culture & Community SS 1.6a Explains the meaning and importance of traditions and customs of other people. SS 1.6c Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.
Culture	
Birth-12 months <ul style="list-style-type: none"> Recognize simple differences between people (GK.12.i) 	SS 1 Culture & Community SS 1.1b Is exposed to family traditions or cultural events. SS 1.1c Sees diverse features of people in books, toys and media.
12-24 months <ul style="list-style-type: none"> Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x) 	SS 1 Culture & Community SS 1.2b With help, participates in family traditions and customs. SS 1.2c Explores people and their features side by side in a book or a mirror.
24-36 months <ul style="list-style-type: none"> With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee) 	SS 1 Culture & Community SS 1.3b Recognizes familiar symbols or artifacts of family traditions or customs.
36-48 months <ul style="list-style-type: none"> Show awareness, knowledge, and appreciation of own culture (GK.48.ff) 	SS 1 Culture & Community 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 1.4c Interacts respectfully with people who look, learn, believe or move differently than self.
48 months KE	SS 1 Culture & Community

<ul style="list-style-type: none"> Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh) 	SS 1.5b Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures. SS 1.5c Asks questions about how others live, eat, play and believe.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Explain how and why people from different cultures observe different holidays/celebrations. (SS.K.6.1) 	SS 1 Culture & Community SS 1.6a Compares roles, rules and responsibilities between different groups. SS 1.6b Explains the meaning and importance of traditions and customs of other people.
Creative Arts Expression and Representation	
Visual	
Birth-12 months <ul style="list-style-type: none"> Explore art tools and materials (GK.12.j) Gaze at paintings, pictures, or photographs with interest (GK.12.k) 	CA 3 Visual Arts CA 3.1a Expresses emotions while exploring materials. CA 3.1b Explores materials using gross motor movements and senses.
12-24 months <ul style="list-style-type: none"> Use basic art materials to create an age appropriate product (GK.24.y) Show interest in others' work or product (GK.24.z) Make scribbles or marks (GK/LA.24.aa) 	CA 3 Visual Arts CA 3.2a Scribbles, colors or paints intentionally on paper. CA 3.2c Uses hands and feet to explore a variety of media.
24-36 months <ul style="list-style-type: none"> Tell about own art products (GK.36.ff) With adult assistance, use a variety of tools and materials to create new products (GK.36.gg) With adult assistance, comment on characteristics of others' work (GK.36.hh) Create age appropriate representations of real objects and concepts in artwork (GK.36.ii) 	CA 3 Visual Arts CA 3.3a Explores a variety of artistic tools and media. CA 3.3b Uses materials to create shapes and symbols.
36-48 months <ul style="list-style-type: none"> Describe color and shape in artwork (GK.48.gg) 	MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes.

<ul style="list-style-type: none"> • Use a variety of tools and materials to create new products (GK.48.hh) • Comment on characteristics of others' work (GK.48.ii) • Name the feelings that own artwork is intended to express (GK.48.jj) 	CA 3 Visual Arts 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.
48 months KE <ul style="list-style-type: none"> • Describe texture, color, and shape in artwork (GK.KE.ii) • Explore a variety of age appropriate materials and media to create two and three-dimensional artwork (GK.KE.jj) • Express an opinion about a work of art (GK.KE.kk) • Explore how color can convey mood and emotion (GK.KE.ll) 	CA 3 Visual Arts 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> • Use developmentally appropriate art vocabulary. (FA.K.1.1) • Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful. (FA.K.1.5) • Use developmentally appropriate art media, tools and processes. (FA.K.1.2) • Explain preferences for particular works of art. (FA.K.1.4) • Create art that expresses feelings about a familiar subject. (FA.K.1.3) 	CA 3 Visual Arts CA 3.6a Creates arts to represent an idea or object. Explains how it was made. CA 3.6b Demonstrates a variety of techniques using a given tool or medium.
Musical	
Birth-12 months <ul style="list-style-type: none"> • Imitate new sounds and movements (GK.12.l) • Respond to music (GK.12.m) 	CA 1 Music CA 1.1a Responds to sounds. CA 1.1b Makes sounds to communicate feelings.
12-24 months	CA 1 Music

<ul style="list-style-type: none"> • Show pleasure and excitement when exposed to music (GK.24.bb) • Use instruments to create sound (GK.24.cc) 	<p>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>24-36 months</p> <ul style="list-style-type: none"> • Use instruments to create sound and rhythm (GK.36.jj) • Sing songs in recognizable ways (GK.36-48.kk) 	<p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. 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>36-48 months</p> <ul style="list-style-type: none"> • Use instruments to create rhythm and sound, imitating adults (GK.48.mm) • Sing songs in recognizable ways (GK.36-48.kk) • Sing songs imitating adults (GK.48.nn) 	<p>CA 1 Music 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.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm) • Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn) • Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo) • Identify one source of music that can be heard in daily life (GK.KE.pp) 	<p>CA 1 Music 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.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Use an instrument to maintain a steady beat using quarter notes and quarter rests. (FA.K.2.3) • Use singing voice to echo short melodic patterns in appropriate range. (FA.K.2.1) 	<p>CA 1 Music CA 1.6a Communicates ideas by creating rhythm and/ or melody. CA 1.6b Creates simple rhythm patterns. Controls pitch when singing a familiar song.</p>

<ul style="list-style-type: none"> • Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow. (FA.K.2.2) • Identify various sources of music that can be heard in daily life and their purpose. (FA.K.2.4) 	
Movement	
Birth-12 months <ul style="list-style-type: none"> • Recognize simple differences between people (GK.12.i) 	SS 1 Culture & Community SS 1.1c Sees diverse features of people in books, toys and media.
12-24 months <ul style="list-style-type: none"> • Show interest in moving body in different ways (GK.24.dd) • Act out real behaviors during play using objects for intended purpose (GK.24.ee) 	CA 2 Dance & Movement CA 2.2a Uses purposeful gestures and body language to communicate. CA 2.2b Moves body purposely. Sways or bounces to music. CA 4 Drama CA 4.2b Mimics the use of familiar objects.
24-36 months <ul style="list-style-type: none"> • Use body and energy to move in different ways (GK.36-48.ii) • Begin to take on roles of familiar people, animals, or characters (GK.36.mm) • Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a) 	CA 2 Dance & Movement CA 2.3a Moves in own way to music and rhythm. CA 2.3b Follows the movements of others. Explores personal space and direction. CA 4 Drama 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.
36-48 months <ul style="list-style-type: none"> • Use body and energy to move in different ways (GK.36-48.ii) • Engage in play that has a story line (GK.48.oo) • Move, imitating adults (GK.48.pp) 	CA 2 Dance & Movement CA 2.4a Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 4 Drama 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.
48 months KE	CA 2 Dance & Movement

<ul style="list-style-type: none"> • Use body, energy, space, and time to move in a few different ways (GK.KE.qq) • Express self freely through movement (GK.KE.rr) • Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss) 	<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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Use body, energy, space, and time to move in different ways. (FA.K.4.1) • Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs. (FA.K.4.3) • Create movements that represent ideas, person, and places. (FA.K.4.2) • Perform a folk/traditional dance from another culture.(FA.K.4.4) • Perform imitative movements. (FA.K.3.1) 	<p>CA 2 Dance & Movement</p> <p>CA 2.6a Expresses ideas, feelings and stories through creative movement.</p> <p>CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.</p>
Dramatic Expression	
<p>Birth-12 months</p> <ul style="list-style-type: none"> • Recognize simple differences between people (GK.12.i) 	<p>SS 1 Culture & Community</p> <p>SS 1.1b Is exposed to family traditions or cultural events.</p> <p>SS 1.1c Sees diverse features of people in books, toys and media.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> • Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x) • Respond to audience's appreciation of actions (GK.24.ff) 	<p>SS 1 Culture & Community</p> <p>SS 1.2b With help, participates in family traditions and customs.</p> <p>SS 1.2c Explores people and their features side by side in a book or a mirror.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee) • Seek an audience for one's actions (GK.36.nn) 	<p>SS 1 Culture & Community</p> <p>SS 1.3b Recognizes familiar symbols or artifacts of family traditions or customs.</p>

36-48 months <ul style="list-style-type: none"> Show awareness, knowledge, and appreciation of own culture (GK.48.ff) Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq) 	SS 1 Culture & Community 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 1.4c Interacts respectfully with people who look, learn, believe or move differently than self.
48 months KE <ul style="list-style-type: none"> Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh) Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt) 	SS 1 Culture & Community SS 1.5b Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures. SS 1.5c Asks questions about how others live, eat, play and believe. CA 4 Drama 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> Demonstrate how cultures have used dramatic play to express human experience. (FA.K.3.3) Explain how theatrical performances often cause emotional reactions. (FA.K.3.2) 	SS 1 Culture & Community SS 1.6a Compares roles, rules and responsibilities between different groups. SS 1.6b Explains the meaning and importance of traditions and customs of other people. CA 4 Drama CA 4.6a With cues, performs a simple preplanned drama. CA 4.6b Creates a setting, characters and events to tell a story
English Language Arts and Literacy (LA)	
Reading Literature	
Key Ideas and Details	
Birth-12 months <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) 	LLD 6 Reading Comprehension 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.
12-24 months	LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories.

<ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) Point to a character when named in a story (LA.24.c) 	LLD 6.2b Answers “where” questions by pointing.
<p>24-36 months</p> <ul style="list-style-type: none"> Contribute language from books at appropriate times (LA.36.c) With adult assistance, retell an event from a story (LA.36.d) Identify a character or recall an event in a story (LA.36.f) 	<p>LLD 6 Reading Comprehension</p> <p>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>36-48 months</p> <ul style="list-style-type: none"> Ask and answer questions about essential narrative elements (LA.48.a) With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b) Identify characters and recall an event in a story (LA.48.c) 	<p>LLD 6 Reading Comprehension</p> <p>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.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c) With adult assistance, retell a simple story in sequence (LA.KE.g) Identify characters and recall major events in a story (LA.KE.i) 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.5a Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary. LLD 6.5b 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (RL.K.1) With prompting and support, retell familiar stories, including key details. (RL.K.2) With prompting and support, identify characters, settings, and major events in a story. (RL.K.3) 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.6a With prompting, answers questions about characters and setting. Retells major events of a story in sequence. LLD 6.6b Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.</p>

Craft and Structure	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Show an interest in the speech of others (LA.12.c) 	<p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 1.1b Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 6 Reading Comprehension 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>12-24 months</p> <ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) 	<p>LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Contribute language from books at appropriate times (LA.36.c) Recognize pictures of familiar characters in books (LA.36.i) 	<p>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.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Recognize books written by the same author or illustrator (LA.48.i) 	<p>LLD 6 Reading Comprehension 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, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k) Know some features of a book (e.g. title, author, illustrator) (LA.KE.l) 	<p>LLD 6 Reading Comprehension 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Ask and answer questions about unknown words in a text. (RL.K.4) Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6) 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.6a With support, compares similarities between two texts. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Integration of Knowledge and Ideas	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) Show an interest in the speech of others (LA.12.c) 	<p>LLD 1 Listening</p> <p>LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 1.1b Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 6 Reading Comprehension</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</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Pretend to read a familiar book (LA.36.j) Contribute language from books at appropriate times (LA.36.c) 	<p>LLD 6 Reading Comprehension</p> <p>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>36-48 months</p> <ul style="list-style-type: none"> Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j) 	<p>LLD 6 Reading Comprehension</p> <p>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, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>

<ul style="list-style-type: none"> Ask and answer questions about essential narrative elements (LA.48.a) 	
48 months KE <ul style="list-style-type: none"> Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m) Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c) 	LLD 6 Reading Comprehension 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9) 	LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Range of Reading and Level of Text Complexity	
Birth-12 months <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) 	LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 1.1b Turns head toward the person speaking and makes gestures and/or vocalizations in response.
12-24 months <ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) 	LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.
24-36 months <ul style="list-style-type: none"> Contribute language from books at appropriate times (LA.36.c) 	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.
36-48 months	LLD 2 Communication

<ul style="list-style-type: none"> Ask and answer questions about essential narrative elements (LA.48.a) 	<p>LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension 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, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c) 	<p>LLD 2 Communication LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 6 Reading Comprehension 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. (RL.K.10) 	<p>LLD 2 Communication LLD 2.6a Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Reading Informational	
Key Ideas and Details	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) 	<p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 1.1b Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 6 Reading Comprehension</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.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) 	<p>LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Contribute language from books at appropriate times (LA.36.c) 	<p>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.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Ask and answer questions about essential narrative elements (LA.48.a) 	<p>LLD 2 Communication LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension 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, new vocabulary, retells a story by pointing at pictures or role-playing with props.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Identify factual information and events during conversations with adult (LA.KE.o) 	<p>LLD 2 Communication LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 6 Reading Comprehension 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (RI.K.1) With prompting and support, identify the main topic and retell key details of a text. (RI.K.2) 	<p>LLD 2 Communication LLD 2.6a Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts.</p>

<ul style="list-style-type: none"> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3) 	LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Reading Foundational	
Print Concepts	LLD 5 Concepts of Print - Demonstrates print- and book handling knowledge.
12-24 months <ul style="list-style-type: none"> Show interest in books or photos (LA.24.i) 	LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.
24-36 months <ul style="list-style-type: none"> Demonstrate book handling skills (LA.36.m) Recognize and name few letters (LA.36.n) 	LLD 4 Alphabetic Knowledge 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. LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
36-48 months <ul style="list-style-type: none"> Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n) Identify the sounds of few letters (LA.48.o) Recognize and name 10 letters (LA.48.p) 	LLD 4 Alphabetic Knowledge LLD 4.4a Recognizes some common words in print, such as his/ her name, mom, dad. LLD 4.4b Identifies six to seven letters and their sounds. LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.
48 months KE <ul style="list-style-type: none"> Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q) Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r) 	LLD 4 Alphabetic Knowledge 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. LLD 4.5b Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words. LLD 5 Concepts of Print

<ul style="list-style-type: none"> • Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s) • With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t) • Recognize and name 10 upper- and lower-case letters (LA.KE.u) 	<p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of a print. (RF.K.1) • Follow words from left to right, top to bottom, and page-by-page. (RF.K.1.A) • Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.B) • Understand that words are separated by spaces in print. (RF.K.1.C) • Recognize and name all upper- and lowercase letters of the alphabet.(RF.K.1.D) 	<p>LLD 4 Alphabetic Knowledge LLD 5.6b Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p> <p>LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
Phonological Awareness	
<p>12-24 months</p> <ul style="list-style-type: none"> • Show interest in rhyming words (LA.24.j) 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Sing along with rhyming songs (LA.36.o) • Sing along with songs that have words with repeating initial sounds (LA.36.p) 	<p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Recognize rhyming words (LA.48.q) 	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound.</p>

<ul style="list-style-type: none"> Hear and show awareness of separate words in sentences (LA.48.r) Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s) 	
<p>48 months KE</p> <ul style="list-style-type: none"> With adult assistance, generate rhyming words (LA.KE.v) Clap out the syllables in own name (LA.KE.w) With adult assistance, match the initial sound of spoken words (LA.KE.x) 	<p>LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2) Recognize and produce rhyming words. (RF.K.2.A) Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.B) Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.C) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/). (RF.K.2.D) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.E) 	<p>LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
Phonics and Word Recognition	
<p>36-48 months</p> <ul style="list-style-type: none"> Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s) Identify own name in print (LA.48.t) 	<p>LLD 4 Alphabetic Knowledge LLD 4.4a Recognizes some common words in print, such as his/her name, mom, dad. LLD 4.4b Identifies six to seven letters and their sounds.</p>

<ul style="list-style-type: none"> Recognize symbols and logos in the environment (LA.48.u) 	
<p>48 months KE</p> <ul style="list-style-type: none"> Associate three or more letters with their sounds (LA.KE.y) Identify some letters in own name (LA.KE.z) Recognize and “read” familiar words or environmental print (LA.KE.aa) 	<p>LLD 4 Alphabetic Knowledge</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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3) Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3.A) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3.B) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are. do, does). (RF.K.3.C) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.D) 	<p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.6a Reads high-frequency sight words.</p> <p>LLD 4.6b Identifies all letters and their sounds. Begins to sound out the letters in two- to four letter words.</p>
Fluency	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Point to pictures or objects in books when asked (LA.24.b) 	<p>LLD 5 Concepts of Print</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>24-36 months</p> <ul style="list-style-type: none"> Pretend to read a familiar book (LA.36.j) 	<p>LLD 4 Alphabetic Knowledge LLD 4.2b Points at words printed on a page and pretends to read aloud.</p> <p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 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.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j) 	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension 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.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m) 	<p>LLD 5 Concepts of Print LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding. (RF.K.4) 	<p>LLD 4 Alphabetic Knowledge LLD 4.6a Reads high-frequency sight words. LLD 4.6b Identifies all letters and their sounds. Begins to sound out the letters in two- to four letter words.</p> <p>LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
Writing	
Text Types and Purposes	

<p>12-24 months</p> <ul style="list-style-type: none"> • Recognize people, objects, and animals in pictures (LA.24.l) • Make simple statements about people or things not present (LA.24.m) • Make scribbles or marks (GK/LA.24.aa) 	<p>LLD 4 Alphabetic Knowledge LLD 4.2a Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>CA 3 Visual Arts CA 3.2a Scribbles, colors or paints intentionally on paper</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Notice details in an illustration or picture (LA.36.q) • Recognize and label people, objects, and animals in pictures (LA.36.r) • Tell simple stories about people or things not present (LA.36.s) • Make controlled linear scribbles (LA.36.t) 	<p>LLD 4 Alphabetic Knowledge LLD 4.3a Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v) • Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) • Tell stories that refer to other times and places with some details (LA.48.x) • Write some letters and letter-like forms (LA.48.y) 	<p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>CA 3 Visual Arts 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.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb) • Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) 	<p>LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 7 Writing</p>

<ul style="list-style-type: none"> • Tell detailed stories that refer to other times and places (LA.KE.dd) • Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee) 	<p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>CA 3 Visual Arts CA 3.5a 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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1) • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3) 	<p>LLD 3 Phonological Awareness LLD 3.6 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.</p> <p>LLD 6 Reading Comprehension LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
Production and Distribution of Writing	
<p>Birth-12 months</p> <ul style="list-style-type: none"> • React to a problem (AL/LA.12.d) 	<p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> • Use single object in different ways (AL/LA.24.d) 	<p>SCI 1 Investigation & Inquiry SCI 1.2 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>24-36 months</p>	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

<ul style="list-style-type: none"> • Use materials in new ways to accomplish task (AL/LA.36.e) • Engage in tactile experiences creating letters and other forms (AL/LA.36.h) 	
36-48 months <ul style="list-style-type: none"> • Solve problems without having to try every possibility (AL/LA.48.d) • Create letters and other forms using various materials (AL/LA.48.h) 	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
48 months KE <ul style="list-style-type: none"> • Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d) • Experiment with a variety of writing tools and surfaces (AL/LA.KE.h) 	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) <ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) 	SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
Research to Build and Present Knowledge	
Birth-12 months <ul style="list-style-type: none"> • Use senses to explore the immediate environment (AL/LA.12.a) • Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e) 	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
12-24 months	SCI 1 Investigation & Inquiry

<ul style="list-style-type: none"> • Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) • Show interest in new activities and experiences (AL/LA.24.g) • Relate objects and people to events (AL/LA.24.f) • Prefer routines and activities that mirror home routines (AL/LA.24.e) 	<p>SCI 1.2 Looks for a person or toy that has moved out of sight. Reacts to changes.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) • With adult assistance, try new activities or experiences (AL/LA.36.b) • With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g) • Recognize specific activities that are home or school functions (AL/LA.36.f) 	<p>SCI 1 Investigation & Inquiry</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>36-48 months</p> <ul style="list-style-type: none"> • Try new activities and experiences independently (AL/LA.48.a) • Recall past experiences in new situations (AL/LA.48.f) • Retell experiences in order, providing details (AL/LA.48-KE.e) 	<p>SCI 1 Investigation & Inquiry</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>48 months KE</p> <ul style="list-style-type: none"> • Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a) • Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) • Recall three or four items removed from view (LA.KE.ff) 	<p>SCI 1 Investigation & Inquiry</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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p>	<p>SCI 1 Investigation & Inquiry</p>

<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8) 	<p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
Speaking and Listening	
Comprehension and Collaboration	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Respond to repeated words or phrases (LA.12.f) Show an interest in the speech of others (LA.12.c) Use senses to explore the immediate environment (AL/LA.12.a) 	<p>LLD 2 Communication</p> <p>LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds. LLD 2.1c Makes noises and gestures to communicate.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Focus attention on speaker and attempt to imitate speech (LA.24.n) Point to pictures or objects in books when asked (LA.24.b) Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) Show interest in new activities and experiences (AL/LA.24.g) 	<p>LLD 2 Communication</p> <p>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>24-36 months</p> <ul style="list-style-type: none"> Initiate and engage in brief conversations with peers and adults (LA.36.u) Begin to use appropriate skills when communicating (LA.36.v) Contribute language from books at appropriate times (LA.36.c) 	<p>LLD 2 Communication</p> <p>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.</p>

<ul style="list-style-type: none"> • Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) • With adult assistance, try new activities or experiences (AL/LA.36.b) 	
<p>36-48 months</p> <ul style="list-style-type: none"> • With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z) • With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa) • Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) • Try new activities and experiences independently (AL/LA.48.a) 	<p>LLD 2 Communication</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 words for new ways to describe.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg) • Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b) • Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) • Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a) 	<p>LLD 2 Communication</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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1) • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1.A) • Continue a conversation through multiple exchanges. (SL.K.1.B) • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) 	<p>LLD 2 Communication</p> <p>LLD 2.6a Explains personal thoughts about familiar people, places and events. LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2.6c Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>Birth-12 months</p> <ul style="list-style-type: none"> • Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e) • Communicate with gestures, babbles, or making word-like sounds (LA.12.g) 	<p>LLD 2 Communication</p> <p>LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds. LLD 2.1c Makes noises and gestures to communicate.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> • Prefer routines and activities that mirror home routines (AL/LA.24.e) • Recognize people, objects, and animals in pictures (LA.24.l) • Use two-word combinations to communicate (LA.24.o) 	<p>LLD 2 Communication</p> <p>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>24-36 months</p>	<p>LLD 2 Communication</p>

<ul style="list-style-type: none"> Recognize specific activities that are home or school functions (AL/LA.36.f) Recognize and label people, objects, and animals in pictures (LA.36.r) Share experiences using simple two- to three word combinations (LA.36.w) Speak to be understood by a familiar adult (LA.36.x) 	<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>36-48 months</p> <ul style="list-style-type: none"> Retell experiences in order, providing details (AL/LA.48-KE.e) Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) Be understood by most adults (LA.48.bb) 	<p>LLD 2 Communication</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 words for new ways to describe.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> Retell experiences in order, providing details (AL/LA.48-KE.e) Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) Be understood by most adults and peer (LA.KE.hh) 	<p>LLD 2 Communication</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>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4) Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5) Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) 	<p>LLD 2 Communication</p> <p>LLD 2.6a Explains personal thoughts about familiar people, places and events.</p> <p>LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p>LLD 2.6c Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
Language	
Conventions of Standard English	

<p>12-24 months</p> <ul style="list-style-type: none"> • Use one- or two-word phrases (LA.24.p) • Make scribbles or marks (GK/LA.24.aa) • Recognize people, objects, and animals in pictures (LA.24.I) 	<p>LLD 2 Communication LLD 2.2a Uses a few words, signs or wordlike sounds to communicate. LLD 2.2b Says one- to two-word sentences.</p> <p>LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> • Use three- to four-word sentences (may omit some words) (LA.36.y) • Make controlled linear scribbles (LA.36.t) • Recognize and label people, objects, and animals in pictures (LA.36.r) 	<p>LLD 2 Communication 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.</p> <p>LLD 7 Writing LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.</p>
<p>36-48 months</p> <ul style="list-style-type: none"> • Use complete four- to six- word sentences (LA.48.cc) • Write some letters and letter-like forms (LA.48.y) • Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) 	<p>LLD 2 Communication 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 always follow grammatical rules. LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 7 Writing 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>48 months KE</p> <ul style="list-style-type: none"> • When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii) 	<p>LLD 2 Communication LLD 2.5a Tells stories and engages in conversations through multiple exchanges. LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p>

<ul style="list-style-type: none"> • Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj) • Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee) • Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) 	<p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 7 Writing 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>CA 3 Visual Arts CA 3.5a Plans, designs and seeks materials to make a creation.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) • Print many upper and lowercase letters. (L.K.1.A) • Use frequently occurring nouns and verbs. (L.K.1.B) • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.C) • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) (L.K.1.D) • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.E) • Produce and expand complete sentences in shared language activities. (L.K.1.F) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) • Capitalize the first word in a sentence and the pronoun I. (L.K.2.A) • Recognize and name end punctuation. (L.K.2.B) • Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.C) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.D) 	<p>LLD 2 Communication LLD 2.6a Explains personal thoughts about familiar people, places and events. LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2.6c Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>LLD 7 Writing LLD 7.6 Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.</p>

Vocabulary Acquisition and Use	
<p>Birth-12 months</p> <ul style="list-style-type: none"> Communicate with gestures, babbles, or making word-like sounds (LA.12.g) Show an interest in the speech of others (LA.12.c) Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e) Communicate with gestures, babbles, or making word-like sounds (LA.12.g) 	<p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver.</p> <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1c Makes noises and gestures to communicate.</p>
<p>12-24 months</p> <ul style="list-style-type: none"> Name familiar people, animals and objects (LA.24.k) Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q) Point to pictures or objects in books when asked (LA.24.b) Prefer routines and activities that mirror home routines (AL/LA.24.e) Name familiar people, animals and objects (LA.24.k) 	<p>SED 2 Self-Regulation SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>MR 3 Shapes MR 3.2 Matches two identical shapes.</p> <p>LLD 2 Communication LLD 2.2a Uses a few words, signs or wordlike sounds to communicate LLD 2.2c Repeats words heard frequently in environment.</p>
<p>24-36 months</p> <ul style="list-style-type: none"> Use some personal pronouns (LA.36.z) With adult assistance, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa) Contribute language from books at appropriate times (LA.36.c) Recognize specific activities that are home or school functions (AL/LA.36.f) Use some personal pronouns (LA.36.z) 	<p>LLD 2 Communication 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.</p> <p>MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>

<p>36-48 months</p> <ul style="list-style-type: none"> • Describe and tell the use of familiar items (LA.48.dd) • With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee) • Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) • Retell experiences in order, providing details (AL/LA.48-KE.e) • Describe and tell the use of familiar items (LA.48.dd) 	<p>LLD 2 Communication LLD 2.4b Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p>48 months KE</p> <ul style="list-style-type: none"> • Describe and tell the use of many familiar items (LA.KE.kk) • With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ii) • Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) • Recall three or four items removed from view (LA.KE.ff) • Describe and tell the use of many familiar items (LA.KE.kk) 	<p>LLD 2 Communication LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>End of Kindergarten Standards (CCSS, HCPSIII, and GLO)</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4) • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (L.K.4.A) • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (L.K.4.B) 	<p>LLD 2 Communication LLD 2.6a Explains personal thoughts about familiar people, places and events. LLD 2.6c Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>MR 6 Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>

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| <ul style="list-style-type: none">• With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.A)• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L.K.5.B)• Identify real-life connections between words and their use (e.g., note places at school that are colorful) (L.K.5.C)• Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5.D)• Use words and phrases through conversation, reading and being read to, and responding to texts. (L.K.6) | |
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Developmental Continuum of Skills

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code

Skill Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4


Benchmark 5


Benchmark 6


Benchmark 7


Benchmark 8


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


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

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary									
Skill / Skill Code		Skill Definition		Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4		Benchmark 5		Benchmark 6		Benchmark 7		Benchmark 8	
 Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.									
		LLD 1b Follows directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.									
	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.									

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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	
 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.	

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

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 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.									