



Alignment of the
Experience Early Learning Skills
with
Head Start Standards (Ages 0-5)





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Head Start Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

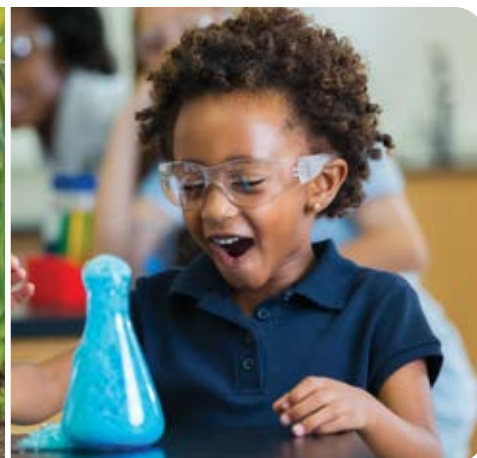
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time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



Head Start Standards (Ages 0-5)

Developmental Continuum of the Experience Early Learning Skills

Approaches to Learning	
EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Child manages feelings and emotions with support of familiar adults.	
<p>Birth to 9 Months: Engages with familiar adults for calming and comfort, to focus attention, and to share joy.</p>	<p>SED 2 Self-Regulation SED 2b.1 Calms with support from caregiver.</p> <p>SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch</p>
<p>8 to 18 Months: Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.</p>	<p>SED 2 Self-Regulation SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 4 Social Relationships SED 4a.2 Greets and stays near familiar people.</p>
<p>16 to 36 Months: Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p>	<p>SED 2 Self-Regulation SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p>
Child manages actions and behavior with support of familiar adults	
<p>Birth to 9 Months: Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p>	<p>SED 2 Self-Regulation SED 2b.1 Calms with support from caregiver.</p>
<p>8 to 18 Months:</p>	<p>SED 2 Self-Regulation SED 2b.2 Soothes self by seeking a familiar adult or thing.</p>

Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch SED 4a.2 Greet and stays near familiar people.
16 to 36 Months: Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	SED 2 Self-Regulation SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.
Child follows classroom rules and routines with increasing independence.	
36 to 48 Months: Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	SED 2 Self-Regulation SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
48 to 60 Months: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	SED 2 Self-Regulation SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions. SED 2c.6 Transitions from one activity to the next and helps others through the transition.
Child appropriately handles and takes care of classroom materials.	
36 to 48 Months: Handles classroom materials, such as putting them where they belong, with adult support.	SED 3 Attention & Persistence SS 3b.4 Initiates an activity and seeks help to complete it. SS 2 Civics & Economics SS 2.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness
48 to 60 Months: Usually handles, takes care of, and manages classroom materials,	SED 2 Self-Regulation SED 2c.6 Transitions from one activity to the next and helps others through

such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	the transition. SS 2 Civics & Economics SS 2.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness
Child manages actions, words, and behavior with increasing independence.	
36 to 48 Months: Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	SED 2 Self-Regulation SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.
48 to 60 Months: Manages own actions, words, and behavior with occasional support from adults.	SED 2 Self-Regulation SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Child maintains focus and sustains attention with support.	
Birth to 9 Months: Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	SED 3 Attention & Persistence SED 3a.1 Focuses for a short time on a person, sound or thing SED 3b.1 Shifts attention from one person or thing to another
8 to 18 Months: Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	SED 3 Attention & Persistence SED 3a.2 Attends to what others are looking at or pointing to. SED 3b.2 Repeats actions to gain a result.
16 to 36 Months: Participates in activities and experiences with people, objects, or materials that require attention and common focus.	SED 3 Attention & Persistence SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.

Child develops the ability to show persistence in actions and behavior	
<p>Birth to 9 Months: Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.</p>	<p>SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4b.1 Enjoys turn-taking games such as peekaboo.</p>
<p>8 to 18 Months: Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.</p>	<p>SED 3 Attention & Persistence SED 3a.2 Attends to what others are looking at or pointing to. SED 3b.2 Repeats actions to gain a result.</p> <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p>
<p>16 to 36 Months: Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p>	<p>SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p>
Child demonstrates the ability to be flexible in actions and behavior.	
<p>Birth to 9 Months: Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.</p>	<p>SED 1 Self-Awareness SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate.</p>
<p>8 to 18 Months: Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.</p>	<p>SED 3 Attention & Persistence SED 3b.1 Shifts attention from one person or thing to another</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>16 to 36 Months: Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to</p>	<p>SED 2 Self-Regulation SED 2c.2 Cooperates during familiar routines and familiar activities. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p>

changes in schedule.	SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.
Child demonstrates an increasing ability to control impulses.	
36 to 48 Months: Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	SED 2 Self-Regulation SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.
48 to 60 Months: Sometimes controls impulses independently, while at other times needs support from an adult.	SED 2 Self-Regulation SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
Child maintains focus and sustains attention with minimal adult support.	
36 to 48 Months: With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	SED 3 Attention & Persistence SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.
48 to 60 Months: With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	SED 3 Attention & Persistence SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project SED 3b.4 Initiates an activity and seeks help to complete it. SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3b.5 Demonstrates flexibility and imagination while working on a task.
Child persists in tasks.	
36 to 48 Months: Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower	SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.

with blocks, even when some pieces fall.	SED 3b.4 Initiates an activity and seeks help to complete it.
48 to 60 Months: Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	SED 3 Attention & Persistence SED 3b.5 Demonstrates flexibility and imagination while working on a task.
Child holds information in mind and manipulates it to perform tasks	
36 to 48 Months: Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	LLD 1 Listening LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
48 to 60 Months: Holds an increasing amount of information in mind in order to successfully complete tasks.	LLD 1 Listening LLD 1a.5 Listens and understands inferred requests. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Child demonstrates flexibility in thinking and behavior.	
36 to 48 Months: Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	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 to 60 Months: Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	SED 3 Attention & Persistence SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. SED 3b.5 Demonstrates flexibility and imagination while working on a task. 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.
INITIATIVE AND CURIOSITY	
Child demonstrates emerging initiative in interactions, experiences, and explorations.	

<p>Birth to 9 Months: Initiates interactions with familiar adults through expressions, actions, or behaviors.</p>	<p>SED 2 Self-Regulation SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p>8 to 18 Months: Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p>16 to 36 Months: Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p>	<p>SED 2 Self-Regulation SED 2c.2 Cooperates during familiar routines and familiar activities. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 4 Social Relationships SED 4b.2 Mimics actions of others. SED 4b.3 Helps or participates in an activity when asked.</p>
<p>Child shows interest in and curiosity about objects, materials, or events.</p>	

<p>Birth to 9 Months: Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy</p>	<p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p>8 to 18 Months: Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>
<p>16 to 36 Months: Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.</p>
<p>Child demonstrates initiative and independence</p>	
<p>36 to 48 Months: Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.</p>	<p>SED 1 Self-Awareness SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1.4b When given two to three options, chooses his/her most desired option.</p>
<p>48 to 60 Months: Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.</p>	<p>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.</p>

Child shows interest in and curiosity about the world around them.	
36 to 48 Months: Seeks out new information and explores new play and tasks with adult support.	LLD 2 Communication LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2.4a Asks simple questions and stays on topic for two to three exchanges. LLD 2.4c Describes familiar people, places and objects. Seeks additional words for new ways to describe.
48 to 60 Months: Seeks out new information and explores new play and tasks both independently and with adult support	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 LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
CREATIVITY	
Child uses creativity to increase understanding and learning.	
Birth to 9 Months: Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person. CA 2 Dance & Movement CA 2.1a Uses body language to express feelings. CA 4 Drama CA 4.1a Imitates simple movements and facial expressions.
8 to 18 Months: Finds new things to do with familiar, everyday objects, such as using a	CA 4 Drama CA 4.2a Mimics observed behaviors and words.

cooking pot for a hat or a spoon as a drumstick.	CA 4.2b Mimics the use of familiar objects.
16 to 36 Months: Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	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.
Child uses imagination in play and interactions with others.	
8 to 18 Months: Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	CA 1 Music CA 1.1b Makes sounds to communicate feelings. CA 2 Dance & Movement CA 2.1a Uses body language to express feelings. CA 2.2a Uses purposeful gestures and body language to communicate. CA 4 Drama CA 4.1b Responds to props or puppets. CA 4.2b Mimics the use of familiar objects.
16 to 36 Months: Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	SED 4 Social Relationships SED 4.3a Identifies and plays side by side with a new or familiar person. CA 4 Drama CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
36 to 48 Months: Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	SED 4 Social Relationships SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems. 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.
<p>48 to 60 Months: Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>	<p>SED 4 Social Relationships SED 4.5a Initiates play, conversations and interactions with one or more persons. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 1 Culture & Community SS 1.5a Identifies roles of self and others and describes the job each may do.</p> <p>CA 4 Drama CA 1.5a Assigns roles and plays out unscripted scenes in dramatic play. CA 1.5b Uses a combination of real and imaginary props or characters to play out a scene.</p>
Child expresses creativity in thinking and communication.	
<p>36 to 48 Months: Responds to adults' prompts to express creative ideas in words and/or actions.</p>	<p>LLD 1 Listening LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>CA 3 Visual Arts CA 3.4a Makes choices throughout the artistic process.</p>
<p>48 to 60 Months: Communicates creative ideas and actions both with and without prompting from adults.</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>SED 1 Self-Awareness</p>

	<p>SED 1.5a Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1.5b Takes initiative to pursue interests. Describes and compares preferences of self and others</p> <p>SED 2 Self-Regulation</p> <p>SED 2.5a Identifies and describes personal feelings</p>
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Social and Emotional Development	
RELATIONSHIPS WITH ADULTS	
Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
<p>Birth to 9 Months:</p> <p>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.</p>	<p>SED 4 Social Relationships</p> <p>SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> <p>SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>8 to 18 Months:</p> <p>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p>	<p>SED 2 Self-Regulation</p> <p>SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p>SED 4 Social Relationships</p> <p>SED 4.2a Greets and stays near familiar people.</p>
<p>16 to 36 Months:</p> <p>Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p>	<p>SED 4 Social Relationships</p> <p>SED 4.3a Identifies and plays side by side with a new or familiar person.</p> <p>SS 1 Culture & Community</p> <p>SS 1.3a Identifies familiar people and pets.</p>

	SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures.
Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 Months: Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1.1b Responds to conversation in environment and imitates actions
8 to 18 Months: Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	SED 2 SelfRegulation SED 2.2b Soothes self by seeking a familiar adult or thing. SED 4 Social Relationships SED 4.2a Greet and stays near familiar people.
16 to 36 Months: Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	SED 4 Social Relationships SED 4.3a Identifies and plays side by side with a new or familiar person. LLD 2 Communication LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.
Child learns to use adults as a resource to meet needs.	
Birth to 9 Months: Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. PD 5 Nutrition PD 5.1 Cries when hungry or tired.
8 to 18 Months: Looks to or seeks help from a familiar adults, such as taking the adult's	SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and

hand and leading them to something the child wants or needs.	gentle touch.
16 to 36 Months: Asks familiar adult for help or assistance when encountering difficult tasks or situations.	LLD 2 Communication LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.
Child engages in and maintains positive relationships and interactions with adults.	
36 to 48 Months: Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. SS 1 Culture & Community SS 1.2a Recognizes the difference between a familiar and unfamiliar person.
48 to 60 Months: Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	SED 4 Social Relationships SED 4.5a Initiates play, conversations and interactions with one or more persons. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Child engages in prosocial and cooperative behavior with adults.	
36 to 48 Months: Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	SED 4 Social Relationships SED 4.4a Joins a group and participates in group play. SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self
48 to 60 Months: Often engages in prosocial behavior with adults and usually responds	SED 4 Social Relationships SED 4.5a Initiates play, conversations and interactions with one or

appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<p>more persons. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 1 Culture & Community SS 1.4c Interacts respectfully with people who look, learn, believe or move differently than self. SS 1.5c Asks questions about how others live, eat, play and believe.</p>
RELATIONSHIPS WITH OTHER CHILDREN	
Child shows interest in, interacts with, and develops personal relationships with other children	
<p>Birth to 9 Months: Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.</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.</p>
<p>8 to 18 Months: Participates in simple back and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.</p>	<p>LLD 2 Communication LLD 2.1c Makes noises and gestures to communicate. LLD 2.2c Repeats words heard frequently in environment.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns.</p>
<p>16 to 36 Months: Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.</p>	<p>SED 3 Attention & Persistence SED 3.3b Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 4 Social Relationships SED 4.3b Plays cooperatively with others and begins to share. Asks</p>

	<p>adult to help solve social problems.</p> <p>SED 4.3c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self</p>
Child imitates and engages in play with other children.	
<p>Birth to 9 Months:</p> <p>Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.</p>	<p>SED 4 Social Relationships</p> <p>SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.</p> <p>SED 4b.1 Enjoys turn-taking games such as peekaboo.</p>
<p>8 to 18 Months:</p> <p>Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.</p>	<p>SED 4 Social Relationships</p> <p>SED 4b.1 Enjoys turn-taking games such as peekaboo.</p> <p>SED 4b.2 Mimics actions of others.</p>
<p>16 to 36 Months:</p> <p>Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.</p>	<p>SED 4 Social Relationships</p> <p>SED 4b.3 Helps or participates in an activity when asked</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
Child engages in and maintains positive interactions and relationships with other children.	
<p>36 to 48 Months:</p> <p>Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<p>SED 4 Social Relationships</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>48 to 60 Months:</p> <p>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p>SED 4 Social Relationships</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>

Child engages in cooperative play with other children.	
<p>36 to 48 Months: Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>SED 4 Social Relationships SED 4a.4 Joins a group and participates in group play. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>48 to 60 Months: Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>	<p>SED 4 Social Relationships SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
Child uses basic problem-solving skills to resolve conflicts with other children.	
<p>36 to 48 Months: Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p>	<p>SED 4 Social Relationships SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>48 to 60 Months: Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>	<p>SED 4 Social Relationships SED 4b.6 Suggests solutions to group problems. SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SED 4c.6 Identifies complex feelings of others and responds accordingly.</p>
EMOTIONAL FUNCTIONING	
Child learns to express a range of emotions.	
<p>Birth to 9 Months: Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.</p>	<p>SED 2 Self-Regulation SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>
8 to 18 Months:	SED 2 Self-Regulation

Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	SED 2a.2 Shows a range of emotions with facial expressions and gestures. SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
16 to 36 Months: Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.
Child recognizes and interprets emotions of others with the support of familiar adults	
Birth to 9 Months: Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
8 to 18 Months: Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
16 to 36 Months: Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others.
Child expresses care and concern towards others	
Birth to 9 Months: May cry when another child cries.	SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
8 to 18 Months: Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft	SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

toy.	
16 to 36 Months: Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.
Child manages emotions with the support of familiar adults	
Birth to 9 Months: Quiets or stops crying when held and gently rocked or talked to by a familiar adult	SED 2 Self-Regulation SED 2b.1 Calms with support from caregiver. SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
8 to 18 Months: Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations	SED 2 Self-Regulation SED 2b.1 Calms with support from caregiver. SED 2b.2 Soothes self by seeking a familiar adult or thing.
16 to 36 Months: Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	SED 2 Self-Regulation SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.
Child expresses a broad range of emotions and recognizes these emotions in self and others.	
36 to 48 Months: Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	SED 2 Self-Regulation SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings.
48 to 60 Months:	SED 2 Self-Regulation

Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	SED 2a.5 Identifies and describes personal feelings. SED 2a.6 Identifies past, current and future feelings and explains when they might experience different feelings.
Child expresses care and concern toward others.	
36 to 48 Months: Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others.
48 to 60 Months: Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.
Child manages emotions with increasing independence.	
36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	SED 2 Self-Regulation SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.
48 to 60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	SED 2 Self-Regulation SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
SENSE OF IDENTITY AND BELONGING	
Child shows awareness about self and how to connect with others.	
Birth to 9 Months:	SED 1 Self-Awareness

Learns about self by exploring hands, feet, body, and movement	<p>SED 1a.1 Responds to name, explores hands and looks in mirror.</p> <p>SCI 2 Natural & Earth Science SCI 2a.1 Explores immediate environment using senses</p>
8 to 18 Months: Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	<p>SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>
16 to 36 Months: Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	<p>SED 1 Self-Awareness SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p>
Child understands some characteristics of self and others	
Birth to 9 Months: Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	<p>SED 1 Self-Awareness SED 1a.1 Responds to name, explores hands and looks in mirror.</p>
8 to 18 Months: Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	<p>SED 1 Self-Awareness SED 1a.1 Responds to name, explores hands and looks in mirror.</p>
16 to 36 Months: Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	<p>SED 4 Social Relationships SED 4c.2 Explores people and their features side by side in a book or a mirror.</p>
Child shows confidence in own abilities through relationships with others.	
Birth to 9 Months: Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	<p>SED 4 Social Relationships SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
8 to 18 Months:	SED 1 Self-Awareness

Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people
16 to 36 Months: Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	SED 4 Social Relationships SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.
Child develops a sense of belonging through relationships with others.	
Birth to 9 Months: Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	SED 2 Self-Regulation SED 2c.1 Reacts to changes in tone of voice or expression. SED 4 Social Relationships SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.
8 to 18 Months: Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	SED 2 Self-Regulation SED 2c.2 Cooperates during familiar routines and familiar activities. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.
16 to 36 Months: Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	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
Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	
36 to 48 Months: Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	SED 1 Self-Awareness SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1b.3 Expresses likes and dislikes.
48 to 60 Months:	SED 1 Self-Awareness

Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently</p> <p>SS 1 Culture & Community SS 1c.3 Identifies physical similarities and differences between self and others.</p>
Child expresses confidence in own skills and positive feelings about self.	
<p>36 to 48 Months:</p> <p>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p>	<p>SED 1 Self-Awareness SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p>
<p>48 to 60 Months:</p> <p>Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<p>SED 1 Self-Awareness SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 4 Social Relationships SED 4b.6 Suggests solutions to group problems.</p>
Child has sense of belonging to family, community, and other groups	
<p>36 to 48 Months:</p> <p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p>	<p>SS 1 Culture & Community SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community</p>
<p>48 to 60 Months:</p> <p>Has a sense of belonging to family and community and communicates</p>	<p>SS 1 Culture & Community SS 1a.4 Describes family members and their relationship to self. Identifies and</p>

details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	role-plays familiar community helpers SS 1b.4 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.
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Language and Communication	
ATTENDING AND UNDERSTANDING	
Child attends to, understands, and responds to communication and language from others	
<p>Birth to 9 Months:</p> <p>Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults</p>	<p>LLD 1 Listening</p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p>
<p>8 to 18 Months:</p> <p>Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.</p>	<p>LLD 1 Listening</p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p>
<p>16 to 36 Months:</p> <p>Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p>	<p>LLD 1 Listening</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p>
Child learns from communication and language experiences with others.	
<p>Birth to 9 Months:</p> <p>Pays attention when familiar adults talk or sign about objects, people,</p>	<p>LLD 1 Listening</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p>

or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.
8 to 18 Months: Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	SED 3 Attention & Persistence SED 3a.2 Attends to what others are looking at or pointing to. LLD 1 Listening LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.
16 to 36 Months: Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	SED 3 Attention & Persistence SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult LLD 1 Listening LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.
Child attends to communication and language from others.	
36 to 48 Months: Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	LLD 1 Listening LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions
48 to 60 Months: Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	LLD 1 Listening LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.
Child understands and responds to increasingly complex communication and language from others	
36 to 48 Months: Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	LLD 1 Listening LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.

48 to 60 Months: Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	LLD 1 Listening LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.
COMMUNICATING AND SPEAKING	
Child communicates needs and wants non-verbally and by using language.	
Birth to 9 Months: Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate
8 to 18 Months: Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	LLD 2 Communication LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate
16 to 36 Months: Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them.	LLD 2 Communication LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2b.2 Says one- to two-word sentences.
Child uses non-verbal communication and language to engage others in interaction.	
Birth to 9 Months: Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	LLD 2 Communication LLD 2c.1 Makes noises and gestures to communicate.
8 to 18 Months: Repeats actions or single words to initiate or maintain social	SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result.

interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate.
16 to 36 Months: Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	LLD 2 Communication LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.
Child uses increasingly complex language in conversation with others.	
Birth to 9 Months: Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	LLD 2 Communication LLD 2b.1 Mimics single sounds. LLD 2c.1 Makes noises and gestures to communicate.
8 to 18 Months: Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate.
16 to 36 Months: Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	LLD 2 Communication LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.
Child initiates non-verbal communication and language to learn and gain information.	
Birth to 9 Months: Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate

<p>8 to 18 Months: Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.</p>	<p>LLD 1 Listening LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate.</p>
<p>16 to 36 Months: Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”</p>	<p>LLD 2 Communication LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p>Child varies the amount of information provided to meet the demands of the situation.</p>	
<p>36 to 48 Months: Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>LLD 2 Communication LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p>
<p>48 to 60 Months: Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	<p>LLD 2 Communication LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p>
<p>Child understands, follows, and uses appropriate social and conversational rules.</p>	
<p>36 to 48 Months: Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p>	<p>LLD 2 Communication LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p>
<p>48 to 60 Months: Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways,</p>	<p>LLD 2 Communication LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p>

such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.
Child expresses self in increasingly long, detailed, and sophisticated ways.	
36 to 48 Months: Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	LLD 2 Communication LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.
48 to 60 Months: Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	LLD 2 Communication LLD 2a.5 Tells stories and engages in conversations through multiple exchanges. LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.
VOCABULARY	
Child understands an increasing number of words used in communication with others.	
Birth to 9 Months: Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	LLD 4 Alphabetic Knowledge LLD 4a.1 Looks for familiar people and objects when given their names.
8 to 18 Months: Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	LLD 2 Communication LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate LLD 4 Alphabetic Knowledge LLD 4a.1 Looks for familiar people and objects when given their names.
16 to 36 Months:	LLD 1 Listening

Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.
Child uses an increasing number of words in communication and conversation with others.	
Birth to 9 Months: May use signs or verbalizations for familiar people or objects.	LLD 2 Communication LLD 2a.1 Uses vocalizations and gestures to communicate.
8 to 18 Months: Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	LLD 2 Communication LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate. LLD 2c.2 Repeats words heard frequently in environment.
16 to 36 Months: Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.	LLD 2 Communication LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.
Child understands and uses a wide variety of words for a variety of purposes.	
36 to 48 Months: Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	LLD 2 Communication LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
48 to 60 Months: Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	LLD 2 Communication LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

Child shows understanding of word categories and relationships among words.	
36 to 48 Months: Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	LLD 2 Communication LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
48 to 60 Months: Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	LLD 2 Communication LLD 2c.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2c.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.
EMERGENT LITERACY	
Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs	
Birth to 9 Months: Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.
8 to 18 Months: Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.
16 to 36 Months: Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.
Child handles books and relates them to their stories or information.	
Birth to 9 Months: Explores a book by touching it, patting it, or putting it in mouth.	LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.

<p>8 to 18 Months: Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.</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 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories.</p>
<p>16 to 36 Months: Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.</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 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories.</p>
Child recognizes pictures and some symbols, signs, or words.	
<p>Birth to 9 Months: Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.</p>	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p>8 to 18 Months: Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. LLD 4.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p>16 to 36 Months: Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print.</p>
Child comprehends meaning from pictures and stories.	
<p>Birth to 9 Months: Looks at picture books and listens to an adult talk about pictures in a book.</p>	<p>LLD 6 Reading Comprehension LLD 6a.1 Interacts by reaching for or patting when a book is read.</p>

8 to 18 Months: Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	LLD 6 Reading Comprehension LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Points to pictures and repeats words from familiar stories.
16 to 36 Months: Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	LLD 6 Reading Comprehension LLD 6a.2 Points to pictures and repeats words from familiar stories. LLD 6a.3 Talks about pictures and ideas in familiar stories LLD 5b.3 Answers “what” questions about stories and books. Recalls the name of the main character.
Child makes marks and uses them to represent objects or actions	
8 to 18 Months: Makes marks on a paper with a large crayon or marker to explore writing materials.	LLD 7 Writing LLD 7.1 Explores writing materials LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
16 to 36 Months: Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	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.
Literacy	
PHONOLOGICAL AWARENESS	
Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
36 to 48 Months: Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.
48 to 60 Months: Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in	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. 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

spoken words.	sound is the onset.
PRINT AND ALPHABET KNOWLEDGE	
Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
36 to 48 Months: Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	LLD 4 Alphabetic Knowledge LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 6 Reading Comprehension LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.
48 to 60 Months: Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	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
Child identifies letters of the alphabet and produces correct sounds associated with letters	
36 to 48 Months: Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.	LLD 4 Alphabetic Knowledge LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.
48 to 60 Months: Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	LLD 4 Alphabetic Knowledge LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words. LLD 4b.6 Identifies all letters and their sounds. Begins to sound out the letters in two- to four letter words.
COMPREHENSION AND TEXT STRUCTURE	
Child demonstrates an understanding of narrative structure through	

storytelling/re-telling.	
36 to 48 Months: With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	LLD 6 Reading Comprehension LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.
48 to 60 Months: Retells 2–3 key events from a well known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	LLD 6 Reading Comprehension LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary. LLD 6b.6 With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Child asks and answers questions about a book that was read aloud.	
36 to 48 Months: Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	LLD 6 Reading Comprehension LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props
48 to 60 Months: With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	LLD 6 Reading Comprehension LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary. LLD 6b.6 With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
WRITING	
Child writes for a variety of purposes using increasingly sophisticated marks.	
36 to 48 Months: Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	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.
48 to 60 Months:	LLD 7 Writing

Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	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.
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Cognition	
EXPLORATION AND DISCOVERY	
Child actively explores people and objects to understand self, others, and objects.	
Birth to 9 Months: Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
8 to 18 Months: Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result.
16 to 36 Months: Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	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.
Child uses understanding of causal relationships to act on social and physical environments.	
Birth to 9 Months: Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and	MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.

waiting for an adult to pick it up.	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result.
8 to 18 Months: Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.
16 to 36 Months: Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes
MEMORY	
Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
Birth to 9 Months: Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	LLD 4 Alphabetic Knowledge LLD 1a.1 Looks for familiar people and objects when given their names. MR 6 Classification MR 6.1 Recognizes familiar people and objects.
8 to 18 Months: Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	SED 1 Self-Awareness SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 2 Self-Regulation SED 2c.2 Cooperates during familiar routines and familiar activities.
16 to 36 Months: Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about	SED 2 Self-Regulation SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

unexpected outcomes or unusual people, actions, or events.	SED 3 Attention & Persistence SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.
Child recognizes the stability of people and objects in the environment.	
Birth to 9 Months: Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.
8 to 18 Months: Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.
16 to 36 Months: Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	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. SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 Months: Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	SED 4 Social Relationships SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. PD 4 Personal Care

	PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.
8 to 18 Months: Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	SED 2 Self-Regulation SED 2c.2 Cooperates during familiar routines and familiar activities. CA 4 Drama CA 4a.2 Mimics observed behaviors and words. CA 4b.2 Mimics the use of familiar objects.
16 to 36 Months: Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.
REASONING AND PROBLEM-SOLVING	
Child learns to use a variety of strategies in solving problems.	
Birth to 9 Months: Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	MR 4 Measurement MR a4.1 Recognizes when to use whole hand or just two fingers to pick up an object MR 4b.1 Picks up and puts down objects. Demonstrates an understanding of "more." MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
8 to 18 Months: Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	MR 2 Spatial Awareness MR 2a.1 Tries to put one object inside another MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.
16 to 36 Months: Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.

	MR 2 Spatial Awareness MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.
Child uses reasoning and planning ahead to solve problems.	
Birth to 9 Months: Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary. SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
8 to 18 Months: Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	SED 3 Attention & Persistence SED 3b.2 Repeats actions to gain a result.
16 to 36 Months: Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	SED 3 Attention & Persistence SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 4 Social Relationships SED 4c.3 Identifies emotions of others. Demonstrates concern for others. MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.
EMERGENT MATHEMATICAL THINKING	
Child develops sense of number and quantity.	

<p>Birth to 9 Months: Attends to quantity in play with objects, such as reaching or looking for more than one object.</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>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment</p> <p>MR 1 Number Sense MR 1c.1 Looks for an object that is taken out of sight.</p>
<p>8 to 18 Months: Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.</p>	<p>LLD 2 Communication LLD 2a.2 Uses a few words, signs or wordlike sounds to communicate. LLD 2b.2 Says one- to two-word sentences. LLD 2c.2 Repeats words heard frequently in environment.</p> <p>MR 1 Number Sense MR 1c.2 Demonstrates an understanding of one, two and more.</p>
<p>16 to 36 Months: Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.</p>	<p>MR 1 Number Sense MR 1b.2 Repeats number words when heard. MR 1b.3 Points to one object at a time while counting (not always in correct order).</p>
<p>Child uses spatial awareness to understand objects and their movement in space.</p>	
<p>Birth to 9 Months: Explores or examines objects and watches objects when they move.</p>	<p>SCI 2 Natural & Earth Science SCI 2a.1 Explores immediate environment using senses.</p>
<p>8 to 18 Months: Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.</p>	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>

	SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
16 to 36 Months: Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	MR 2 Spatial Awareness MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.
Child uses matching and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 Months: Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.
8 to 18 Months: Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	MR 6 Classification MR 6.2 When shown one object, finds the match.
16 to 36 Months: Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	MR 6 Classification MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.
IMITATION AND SYMBOLIC REPRESENTATION AND PLAY	
Child observes and imitates sounds, words, gestures, actions, and behaviors.	

Birth to 9 Months: Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
8 to 18 Months: Imitates what other people did earlier, such as wiping up a spill or closing a door.	MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns.
16 to 36 Months: Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	CA 4 Drama CA 4.3 Uses words, actions and props to pretend.
Child uses objects or symbols to represent something else.	
8 to 18 Months: Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	CA 4 Drama CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b.2 Mimics the use of familiar objects.
16 to 36 Months: Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	CA 4 Drama CA 4a.3 Uses words, actions and props to pretend. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Child uses pretend play to increase understanding of culture, environment, and experiences.	
8 to 18 Months: Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	CA 4 Drama CA 4a.2 Mimics observed behaviors and words CA 4b.2 Mimics the use of familiar objects.
16 to 36 Months: Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	CA 4 Drama CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. SED 2 Self-Regulation SED 2a.3 Experiments and role-plays with a range of emotions.

Mathematics Development	
COUNTING AND CARDINALITY	
Child knows number names and the count sequence.	
36 to 48 Months: Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “one two three”.	MR 1 Number Sense MR 1a.3 Recognizes numerals to three. MR 1b.3 Points to one object at a time while counting (not always in correct order).
48 to 60 Months: Says or signs more number words in sequence.	MR 1 Number Sense MR 1a.4 Identifies numerals to five. MR 1b.4 Counts up to ten objects MR 1a.5 Identifies numerals to 10 MR 1b.5 Counts up to 20 objects.
Child recognizes the number of objects in a small set.	
36 to 48 Months: Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	MR 1 Number Sense MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.
48 to 60 Months: Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	MR 1 Number Sense MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.
Child understands the relationship between numbers and quantities.	
36 to 48 Months: Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	MR 1 Number Sense MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

<p>48 to 60 Months: Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p>	<p>MR 1 Number Sense MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Child compares numbers.</p>	
<p>36 to 48 Months: Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p>	<p>MR 1 Number Sense MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 4 Measurement MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>48 to 60 Months: Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.</p>	<p>MR 1 Number Sense MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.6 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 4 Measurement MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>Child associates a quantity with written numerals up to 5 and begins to write numbers.</p>	
<p>36 to 48 Months: Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p>	<p>MR 1 Number Sense MR 1a. 4 Identifies numerals to five.</p> <p>LLD 4 Alphabetic Knowledge LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p>
<p>48 to 60 Months: Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With</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</p>

adult support, writes some numerals up to 10.	or idea. MR 1 Number Sense MR 1a.5 Identifies numerals to 10.
OPERATIONS AND ALGEBRAIC THINKING	
Child understands addition as adding to and understands subtraction as taking away from.	
36 to 48 Months: Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	MR 1 Number Sense MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.
48 to 60 Months: Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	MR 1 Number Sense MR 1c.6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$. MR 1c.7 Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false
Child understands simple patterns.	
36 to 48 Months: Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	MR 5 Patterns MR 5.4 Creates and extends two step patterns.
48 to 60 Months: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	MR 5 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.
MEASUREMENT	
Child measures objects by their various attributes using standard and	

non-standard measurement. Uses differences in attributes to make comparisons.	
36 to 48 Months: With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	MR 4 Measurement MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.
48 to 60 Months: With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	MR 4 Measurement MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.
GEOMETRY AND SPATIAL SENSE	
Child identifies, describes, compares, and composes shapes.	
36 to 48 Months: Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	MR 2 Spatial Awareness MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 3 Shapes MR 3.3 Identifies a few basic shapes.
48 to 60 Months: Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	MR 2 Spatial Awareness MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three dimensional shapes using own words.
Child explores the positions of objects in space	
36 to 48 Months: Begins to understand spatial vocabulary. With adult support, follows	MR 2 Spatial Awareness MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.

directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
48 to 60 Months: Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	MR 2 Spatial Awareness MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object.
Scientific Reasoning	
SCIENTIFIC INQUIRY	
Child observes and describes observable phenomena (objects, materials, organisms, and events).	
36 to 48 Months: Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	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 to 60 Months: Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	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.
Child engages in scientific talk.	
36 to 48 Months: Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	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. LLD 2 Communication LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

<p>48 to 60 Months: Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p>	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>LLD 2 Communication LLD 2c.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
Child compares and categorizes observable phenomena.	
<p>36 to 48 Months: Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</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>MR 4 Measurement MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>48 to 60 Months: With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p>	<p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 4 Measurement MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
REASONING AND PROBLEM-SOLVING	
Child asks a question, gathers information, and makes predictions.	
<p>36 to 48 Months: Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p>48 to 60 Months: Asks more complex questions. Uses other sources besides adults to</p>	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific</p>

gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions	phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Child plans and conducts investigations and experiments.	
36 to 48 Months: With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	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 to 60 Months: With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Child analyzes results, draws conclusions, and communicates results.	
36 to 48 Months: With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”	SCI 1 Investigation & Inquiry SCI 1.5 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.
48 to 60 Months: With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again.	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.

Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

Perceptual, Motor, and Physical Development	
PERCEPTION	
Child uses perceptual information to understand objects, experiences, and interactions.	
Birth to 9 Months: Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
8 to 18 Months: Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	MR 6 Classification MR 6.2 When shown one object, finds the match. CA 4 Drama CA 4b.2 Mimics the use of familiar objects.
16 to 36 Months: Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	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
Child uses perceptual information in directing own actions, experiences, and interactions.	
Birth to 9 Months:	SS 3 Geography

Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. CA 2 Dance & Movement CA 2b.1 Moves body in a variety of ways.
8 to 18 Months: Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
16 to 36 Months: Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. CA 2 Dance & Movement CA 2b.3 Follows the movements of others. Explores personal space and direction.
GROSS MOTOR	
Child demonstrates effective and efficient use of large muscles for movement and position.	
Birth to 9 Months: Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	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.
8 to 18 Months: Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
16 to 36 Months: Gains control of a variety of postures and movements including	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

stooping, going from sitting to standing, running, and jumping.	direction. Catches objects against body
Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months: Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	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.
8 to 18 Months: Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	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
16 to 36 Months: Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body
Child uses sensory information and body awareness to understand how their body relates to the environment.	
Birth to 9 Months: Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	SED 3 Attention & Persistence SED 3b.1 Shifts attention from one person or thing to another. LLD 1 Listening LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response
8 to 18 Months: Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
16 to 36 Months: Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit	SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.

on a child's body or a child's body won't fit on dollhouse furniture.	CA 2 Dance & Movement CA 2b.3 Follows the movements of others. Explores personal space and direction.
Child demonstrates control, strength, and coordination of large muscles.	
36 to 48 Months: Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
48 to 60 Months: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences
Child uses perceptual information to guide motions and interactions with objects and other people.	
36 to 48 Months: Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction.
48 to 60 Months: Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. MR 2 Spatial Awareness

	MR 2b.3 Finds or places objects next to, between, in front of or behind self.
FINE MOTOR	
Child coordinates hand and eye movements to perform actions.	
<p>Birth to 9 Months: Coordinates hands and eyes when reaching for and holding stable or moving objects.</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>SCI 4 Technology Explores simple tools such as toys and spoons.</p>
<p>8 to 18 Months: Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.</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>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>16 to 36 Months: Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.</p>	<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 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Child uses hands for exploration, play, and daily routines.	
<p>Birth to 9 Months: Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or</p>	<p>SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p>

pushing away an object.	
<p>8 to 18 Months: Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.</p>	<p>SCI 2 Natural & Earth Science SCI 2b.2 Reacts to weather changes in immediate environment.</p> <p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>16 to 36 Months: Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.</p>	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Child adjusts reach and grasp to use tools.	
<p>Birth to 9 Months: Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p>	<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. PD 1.2 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>8 to 18 Months: Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.</p>	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>16 to 36 Months: Adjusts grasp to use different tools for different purposes, such as a</p>	<p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>

spoon, paintbrush, or marker.	PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
Child demonstrates increasing control, strength, and coordination of small muscles	
36 to 48 Months: Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
48 to 60 Months: Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	PD 2 Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.
HEALTH, SAFETY, AND NUTRITION	
Child demonstrates healthy behaviors with increasing independence as part of everyday routines	
8 to 18 Months: Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	SED 2 Self-Regulation SED 2c.1 Reacts to changes in tone of voice or expression. SED 2c.2 Cooperates during familiar routines and familiar activities.
16 to 36 Months: Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	SED 2 Self-Regulation SED 2c.1 Reacts to changes in tone of voice or expression. SED 2c.2 Cooperates during familiar routines and familiar activities. PD 5 Nutrition PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.
Child uses safe behaviors with support from adults.	
16 to 36 Months:	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when

Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	prompted. PD 3.3 Follows simple safety rules and avoids danger.
Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
8 to 18 Months: Shows interest in new foods that are offered.	PD 5 Nutrition PD 5.1 Cries when hungry or tired. PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods
16 to 36 Months: Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.
Child demonstrates personal hygiene and self-care skills.	
36 to 48 Months: Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.
48 to 60 Months: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	SED 2 Self-Regulation SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions. PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living

	creatures.
Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
<p>36 to 48 Months:</p> <p>Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.</p>	<p>PD 5 Nutrition</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
<p>48 to 60 Months:</p> <p>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>	<p>PD 5 Nutrition</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
Child demonstrates knowledge of personal safety practices and routines.	
<p>36 to 48 Months:</p> <p>Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.</p>	<p>PD 3 Safety</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>48 to 60 Months:</p> <p>Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>	<p>PD 3 Safety</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>

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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Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	SCI 1 Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.	
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.	
		SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.	
	SCI 3 Physical Science	SCI 3 Explores forces, motion and physical properties of materials	Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	SCI 4 Technology	SCI 4 Uses tools and technology to performs tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	

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

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