



Alignment of the
Experience Early Learning Skills
with
**Nevada Infant/Toddler Standards &
Nevada Pre-Kindergarten Standards**





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Nevada Infant/Toddler & Pre-Kindergarten Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

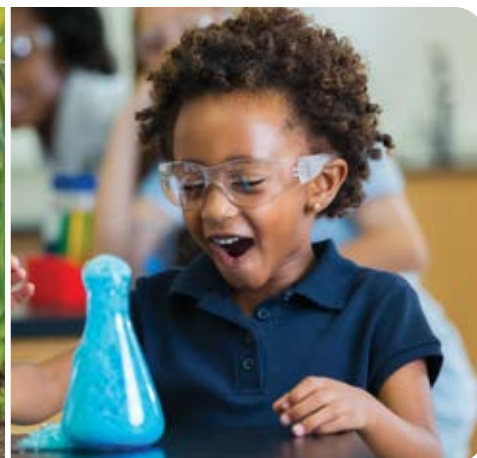
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time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



Iowa Early Learning Standards

*Nevada Infant &
Toddler Standards*

*Nevada Pre-Kindergarten
Standards*



Nevada Infant/Toddler Standards

Developmental Continuum of the Experience Early Learning Skills

| Social and Emotional Development | |
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| Experiencing, expressing, & managing emotions; developing relationships. | |
| Expresses feelings. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Use facial expressions to let people know how they feel, such as smiling or grimacing. • Use their body to show interest, such as wiggling or moving arms and legs. • Use vocalizations to express both positive and negative emotion, such as cooing or crying. | <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>CA 2 Dance & Movement CA 2.1a Uses body language to express feelings.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate.</p> |
| Interacts with adults and other children. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Vocalize through crying, cooing and gurgling. • Initiate interactions with adults by making eye contact. • Know their caregivers and adults who respond to them socially. • Smile when seeing or hearing their caregivers. • Begin to show recognition of familiar children, through facial expressions, noises, or body language. • Begin to show wariness or hesitancy when approached by an unfamiliar person. | <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate.</p> <p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver.</p> <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SS 1 Culture & Community SS 1.1a Responds to primary caregivers. Recognizes self as being separate</p> |

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| | <p>from others.</p> <p>SS 1 Culture & Community SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> |
| Begins to develop self-regulation. | |
| 0-4 Months: <ul style="list-style-type: none"> • Calm themselves by closing eyes, sucking on fist, or turning their head away. • Begin to follow regular patterns of eating and sleeping. • Calm when adults intervene with swaddling, speaking softly, rocking, singing, or dimming lights. • Indicate when they need rest. | <p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 5 Nutrition PD 5.1 Cries when hungry or tired.</p> |
| Developing a Sense of Self and Others. | |
| Expresses feelings. | |
| 0-4 Months: <ul style="list-style-type: none"> • Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions. • Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver. | <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> |
| 5-8 Months: <ul style="list-style-type: none"> • Express a wider array of feelings such as frustration, | <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement,</p> |

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| <p>anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions.</p> <ul style="list-style-type: none"> Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver. | <p>contentment, stress or discomfort.</p> <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> Show happiness or distress in a variety of ways. Respond to other children or adults when they show emotions. Look to caregivers for their emotional reactions before responding to a new person or object. | <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SS 2 Civics & Economics SS 2.1a Attends to others in immediate environment.</p> <p>SS 4 History & Sense of Time SS 4.1 Focuses on interactions with others for a short time.</p> <p>CA 1 Music CA 1.1b Makes sounds to communicate feelings. CA 2.1a Uses body language to express feelings.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> Say "mine" or reach toward an object when they want something. Cry when frustrated or don't get what they want. Try to do things on their own, such as feeding themselves. By 18 months, recognize their reflection in the mirror. Say their own name. By 18 months, express the emotions of embarrassment and jealousy. | <p>SED 1 Self-Awareness SED 1.2a Recognizes self in photos or in a mirror. SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people</p> <p>SED 2 Self-Regulation SED 2.2a Shows a range of emotions with facial expressions and gestures.</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> |

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| | <p>PD 3 Safety PD 3.1 Expresses distress when needs are not met.</p> <p>SS 2 Civics & Economics SS 2.2b Expresses a desire for an object or action. Says me, mine.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Demonstrate appropriate affection and interaction with extended family members and playmates. • Engages others by expressing feelings, needs or wants verbally and/or non-verbally. • Attempts to comfort others, often with objects that she finds comforting. • Angrily refuse help with putting on their coat, then cry and ask for help if they can't do it themselves. • Show awareness of differences between themselves and others. • Cry, yell, hit, kick their feet and refuse to stop doing something when they are angry. • By 24 months, begin to express the emotions of guilt, shame, and pride. | <p>SED 1 Self-Awareness SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1.3b Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.2b Cooperates during familiar routines and familiar activities.</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 4.3c Identifies emotions of others. Demonstrates concern for others.</p> |
| <p>24-30 Months:</p> <p>Express more complex emotions such as guilt, shame, embarrassment, and pride. For example:</p> <ul style="list-style-type: none"> • Showing signs of guilt or shame and emotional distress when he causes damage to objects or harms another person. • Showing signs of embarrassment when they realize they are the focus of attention. • Showing signs of pride at an accomplishment. | <p>SED 2 Self-Regulation SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.2b Cooperates during familiar routines and familiar activities.</p> <p>SS 2 Civics & Economics SS 2.3b Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> |
| 30-36 Months: | SED 2 Self-Regulation |

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| <ul style="list-style-type: none"> ● Imitate appropriate expression of feelings, needs, wants. ● Identify the basic emotions of others. ● Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it. ● Raise their hand and say “I do!” with enthusiasm when their caregiver asks who wants to have a turn to hold the door open. ● Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating. ● Show great excitement about finding a ladybug on the playground. ● Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt. | <p>SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.3a Experiments and role-plays with a range of emotions.</p> <p>SED 4 Social Relationships SED 4.2b Mimics actions of others. SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p> <p>CA 4 Drama CA 4.2a Mimics observed behaviors and words.</p> <p>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.</p> |
| <p>Interacts with adults and other children.</p> | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> ● Reach for, smile, laugh, babble, and coo to get the attention of a familiar person. ● Gaze intently at the face of a familiar person talking to him. ● Catch the eye of someone nearby and smile. ● Make loud noises, even from another room. ● Make noises or wave arms and legs to get the attention of other children or adults. ● Watch the play of other children. ● Laugh at other children doing funny actions. ● Explore the face, hair and hands of another child with his hands. ● Look for comfort from a familiar adult if approached by a stranger. | <p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.2a Greets and stays near familiar people.</p> <p>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.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds. LLD 2.1c Makes noises and gestures to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> |

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| | <p>LLD 4 Alphabetic Knowledge LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.1b Babbles or repeats sounds.</p> |
| <p>5-8 Months:</p> <ul style="list-style-type: none"> • Reach for, smile, laugh, babble, and coo to get the attention of a familiar person. • Gaze intently at the face of a familiar person talking to him. • Catch the eye of someone nearby, and smile. • Make loud noises, even from another room. • Make noises or wave arms and legs to get the attention of other children or adults. • Watch the play of other children. • Laugh at other children doing funny actions. • Explore the face, hair and hands of another child with his hands. • Look for comfort from a familiar adult if approached by a stranger. | <p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.2a Greets and stays near familiar people</p> <p>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.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.1b Mimics single sounds. LLD 2.1c Makes noises and gestures to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.1a Looks for familiar people and objects when given their names. LLD 4.1b Babbles or repeats sounds.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Show a stronger preference for the adults who are their consistent caregivers. • Test caregivers to see their reactions in different situations. • Imitate other people in their play. • Repeat sounds and gestures. • Show strong separation anxiety when a caregiver is out of sight. • Show fear in some situations. | <p>SED 1 Self-Awareness SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver.</p> <p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch. SED 4.2a Greets and stays near familiar people.</p> |

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| | <p>SED 4.2b Mimics actions of others.</p> <p>MR 7 Logic & Reasoning MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Become more interactive with peers and other adults. • Primarily play alongside, but not with others, often competing for toys. • Venture out when a trusted adult is near. • Look to a caregiver for reassurance when exploring, for example, a word, a smile or a gesture. • Experiment with and explore new materials when the caregiver is near. • Stop playing when a trusted adult leaves the playground and start again when she returns. • Show with words or gestures that they want a trusted adult to be near them. • Cry and refuse to eat if it isn't what they want. • Refuse to come when called. • Hit, kick or bite other children if they don't get what they want. • Be overly shy with anyone other than familiar people. • Cry when they see something unfamiliar such as a man with a beard or a clown. • Cry briefly when a parent or trusted caregiver leaves, gradually calming with help. | <p>SED 1 Self-Awareness SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people. SED 1.3b Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p>SED 4 Social Relationships SED 4.2a Greets and stays near familiar people. SED 4.3a Identifies and plays side by side with a new or familiar person.</p> <p>SS 1 Culture & Community SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others. SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 2 Civics & Economics SS 2.1a Attends to others in immediate environment. SS 2.2a Participates in communal activities.</p> <p>MR 6 Classification MR 6.1 Recognizes familiar people and objects.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Say please or thank you with modeling and repetition. • Seek assistance from others to solve problems. • Respond to first name. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> |

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| <ul style="list-style-type: none"> • Start across the playground to where other children are, but return to the caregiver several times before playing there. • Sit in the sandbox playing alongside several other children, but get up frequently to show the caregiver what they are making. • Look up at the caregiver for a wave while playing with toys in a new room full of children. • Stop playing and come to the caregiver when a new adult enters the room. • Go over to watch an adult making cookies, but not want to talk or help. • Say “hi” to store personnel, from the safety of their shopping cart seat. • Hold the caregivers hand (or hide behind a caregiver) as a new person asks them about their toy. • Begin to engage in pretend play with realistic objects. | <p>CA 4 Drama CA 4.2b Mimics the use of familiar objects. CA 4.3b Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SS 1 Culture & Community SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others. SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Ask for help if needed, and say “no” to peers. • Withdraw from activities for a short time. • Be more interested in unfamiliar adults. • Move toward a familiar caregiver (or check in with eye contact) before accepting a ball from a new person. • Let Grandma help them with their shoes, even though they haven’t seen her for a while. • Rush to answer the door when the postal worker knocks, but act shy when she speaks to them. • Not speak to an unfamiliar adult when he is spoken to. • Show more awareness of other children. • Ask for help when another child takes something that belongs to them. | <p>SED 3 Attention & Persistence SED 3.2a Attends to what others are looking at or pointing to. SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 4 Social Relationships SED 4.3a Identifies and plays side by side with a new or familiar person. SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p> <p>LLD 2 Communication LLD 2.2a Uses a few words, signs or word-like sounds to communicate. LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts.</p> |

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| <ul style="list-style-type: none"> • Help another child to pick up the beads after he dumped them out of the container. • Feel and express remorse after accidentally knocking another child down in a rush to the door to go out. • Comfort another child who may be upset. | Describes basic personal needs. |
| Begins to develop self-regulation. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Suck thumb or fingers. • Rock himself. • Coo or babble. | <p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 5 Nutrition PD 5.1 Cries when hungry or tired.</p> |
| <p>5-8 Months:</p> <ul style="list-style-type: none"> • Suck thumb or fingers. • Rock himself. • Coo or babble. | <p>SED 2 Self-Regulation SED 2.1b Calms with support from caregiver. SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 5 Nutrition PD 5.1 Cries when hungry or tired.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Be able to entertain themselves for brief periods of time. • Look to consistent caregivers for their reactions to new situations, people, or objects before responding. • Be able to calm themselves when mildly distressed. | <p>SED 3 Attention & Persistence SED 3.1a Focuses for a short time on a person, sound or thing. SED 3.2a Attends to what others are looking at or pointing to. SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.</p> |

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| | <p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Stop hitting another child when their caregiver says their name. • Come when their name is called. • Say “no no” as they throw Cheerios on the floor. • Stop stomping their feet in a puddle when asked. • May be able to wait for a few moments after asking for something, but quickly becomes impatient. • May use special objects (for example, a stuffed toy or blanket) to soothe themselves at naptime or in times of mild distress. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 2 Self-Regulation SED 2.2b Soothes self by seeking a familiar adult or thing.</p> <p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Cry and cling to a parent before s/he leaves, but calm down quickly when s/he has left. • Play calmly near another child, but cry and hit if that child tries to use something they are playing with. • Take a toy from another child, and not return it when asked to by an adult. • Begin to understand the concept of taking turns in a simple game. • Begin to understand the concept of “his” and “mine”. • Stop what they are doing and come when a caregiver calls their name and starts to move away. • Separate from significant others with minimal distress. • Initiate independent play. • Participate in self-help routines with assistance. • May use an object (such as a stuffed toy or blanket) to comfort themselves in times of mild distress. | <p>SED 1 Self-Awareness SED 1.1b Vocalizes or moves to express wants and needs. SED 1.2b Seeks out or responds to favorite or preferred toys, objects or people SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1.3b Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation SED 2.2c Cooperates during familiar routines and familiar activities. SED 2.3b Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>PD 3 Safety PD 3.2 Soothes self by seeking a familiar adult or thing. PD 3.3 Follows simple safety rules and avoids danger.</p> |

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| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Show more awareness of expectations both at childcare and at home. • Begin to understand the expectations of others and comply with these expectations on their own (for example, by picking up toys after they have finished playing with them). • Start to be interested in toilet training. • Comfort themselves quickly after being dropped off at childcare and a few initial tears. • Use a special object (blanket, stuffed animal) to comfort themselves when distressed. • Be able to wait slightly longer for things they want. • Occasionally engage in a fit of temper. • Express strong negative emotions about any change in their routine. | <p>SED 2 Self-Regulation SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 3 Attention & Persistence SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult. SED 3.3b Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>PD 3 Safety PD 3.2 Soothes self by seeking a familiar adult or thing.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> |
| <p>Begins to develop self-confidence and independence.</p> | |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Enjoy using their fingers to feed themselves. • Help to dress themselves, extending an arm or leg • Want to wash their own face after eating. • Enjoy pulling off their own socks and shoes. | <p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met. PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 5 Nutrition PD 5.1 Cries when hungry or tired. PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Display preference for one option over another when given a choice. • Use facial expressions, gestures and verbalizations to | <p>SED 1 Self-Awareness SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 2 Self-Regulation</p> |

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| <p>acknowledge her actions and accomplishments with peers and adults.</p> <ul style="list-style-type: none"> • Re-engage when faced with frustration, failure or disappointment in self-directed activities with adult support. • Ask for help, if needed, in verbal and nonverbal ways. • Come to the caregiver and point to where the ball has rolled under the shelf, saying, “ball”. • Bring their coat with the sleeve inside out to a caregiver for help. | <p>SED 2.2a Shows a range of emotions with facial expressions and gestures.</p> <p>SED 3 Attention & Persistence SED 3.2b Repeats actions to gain a result.</p> <p>LLD 6 Reading Comprehension LLD 6.2b Answers “where” questions by pointing.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Need reassurance about his attempts to try something new. • Put on his own coat, but get it upside down and refuse help to fix it. • Get on a new riding toy and refuse to get off when asked to come to breakfast. • Put together a puzzle with several pieces, not wanting help and then asking for it when they have trouble. • Climb to the top of the climber and then call for their caregiver to watch before they slides down. • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when they know what she is doing. | <p>SED 1 Self-Awareness SED 1.3a Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 2 Self-Regulation SED 2.2a Shows a range of emotions with facial expressions and gestures. SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 3 Attention & Persistence SED 3.2b Repeats actions to gain a result. SED 3.3a Focuses on an engaging activity for a short period of time independently or with an adult.</p> |
| <p>Begin to develop pro-social behaviors.</p> | |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Initiate play such as social games (e.g., Peek-a-boo). • Respond differently to familiar and unfamiliar infants and toddlers. | <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peek-a-boo. MR 5.2 Attempts to mimic vocal and physical patterns.</p> |

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| <ul style="list-style-type: none"> • Observe and imitate simple actions of others such as “bye-bye”. | <p>MR 6 Classification MR 6.1 Recognizes familiar people and objects.</p> <p>SS 1 Culture & Community SS 1.1a Responds to primary caregivers. Recognizes self as being separate from others. SS 1.2a Recognizes the difference between a familiar and unfamiliar person.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Play by themselves; initiates own play. • Hug another child who is sad because his mom just left. • Imitate adult behavior in play such as cooking, sweeping, etc. • Participate with adult in a joint task (for example, cleaning up). • Begin to have an awareness of unacceptable behavior. • Watch the children on the slide intently for several minutes before asking to try going down. • Play near several other children, talking to them only when they want a toy that they have. • Go to their hook to hang up their coat when they come in from outside without a reminder. • Get down from a standing position on a chair when you remind them that chairs are for sitting, because they might fall. | <p>CA 4 Drama CA 4.2a Mimics observed behaviors and words.</p> <p>SS 2 Civics & Economics SS 2.1a Attends to others in immediate environment. SS 2.2a Participates in communal activities.</p> <p>SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>MR 6 Classification MR 6.1 Recognizes familiar people and objects.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Use imagination, memory and reasoning to plan and make things happen. • Have short periods of play with other children, but mostly play beside them. • Need adult help to resolve conflicts with peers. | <p>SED 4 Social Relationships SED 4.3a Identifies and plays side by side with a new or familiar person. SED 4.3b Helps or participates in an activity when asked. SED 4.3c Identifies emotions of others. Demonstrates concern for others.</p> <p>LLD 2 Communication LLD 2.3a Communicates needs, desires and ideas. Asks and responds to</p> |

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| <ul style="list-style-type: none"> • Pretend to feed a baby doll. • Put on dress-up clothes, and pretend to be a dad or mom. • Tell their caregiver that they are going to be a firefighter or a nurse. • Use the toy mixer the way they have seen dad do it • Bring a play dough cake with pretend candles to their caregiver. • Participate in creating class rules, understanding the reasons behind the basic rules. • Accept the consequences of their actions, and say, “I’m sorry” when prompted. | <p>questions.</p> <p>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.</p> |
| Develops attending and focusing skills. | |
| 9-12 Months: <ul style="list-style-type: none"> • Attend to a task for several minutes with an engaging toy or activity. • Engage in turn taking with a familiar adult. | <p>SED 3 Attention & Persistence SED 3.1a Focuses for a short time on a person, sound or thing.</p> <p>SED 4 Social Relationships SED 4.1a Responds to primary caregivers through eye contact and gentle touch.</p> |
| 19-24 Months: <ul style="list-style-type: none"> • Attend to a task of interest for several minutes. • Engage in verbal and/or non-verbal turn taking with adult support. • Begin to develop some tolerance for delay. | <p>SED 3 Attention & Persistence SED 3.2a Attends to what others are looking at or pointing to.</p> <p>LLD 2 Communication LLD 2.2a Uses a few words, signs or word-like sounds to communicate.</p> <p>CA 2 Dance & Movement CA 2.2a Uses purposeful gestures and body language to communicate.</p> |
| Language Development | |
| Communicating & Understanding Spoken Language. | |

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| Begins to develop skills involved in conversations with others. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Use vocal, body, and facial expressions to express self. • Cry to communicate needs. • Make a noise when hearing a voice. • Imitate some facial expressions and movements. • Imitate sounds. | <p>SED 1 Self-Awareness SED 1.1b Vocalizes or moves to express wants and needs.</p> <p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>CA 2 Dance & Movement CA 2.1a Uses body language to express feelings.</p> <p>CA 4 Drama CA 4.1a Imitates simple movements and facial expressions.</p> |
| <p>5-8 Months:</p> <ul style="list-style-type: none"> • Respond to his own name. • Begin to respond to the word “no”. • Tell how the speaker is feeling by the tone of his/her voice. • Use various sounds and movements to communicate. • Use his voice to express happiness or unhappiness. • Babble using strings of consonant and vowels sounds. • Babble using the sounds and rhythms of his native language. • Actively imitate the sounds of speech. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror.</p> <p>SED 4 Social Relationships SED 4.1c Adjusts behavior according to emotional or facial response of a familiar person.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Respond to simple requests. • Respond to one step directions with familiar words. • Point to the cat in a book when you say, “Where is the cat?” • Start to understand and use conventions of communication. | <p>LLD 1 Listening LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1.2b With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.2a Uses a few words, signs or word-like sounds to communicate.</p> |

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| <ul style="list-style-type: none"> • Use simple gestures such as pointing, shaking their head for “no,” or waving “bye-bye”. • Use inflection, with varying pitch and intonation when babbling. • Use exclamations, such as “oh-oh” when dropping something. • Say approximations of “mama” and “dada”. • Try to imitate words. • Listen to simple stories, rhymes and songs. • Understand many more words than they can produce. | <p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page. LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Continue to understand more words than they are able to say. • Go to the climber when asked if they want to play on the climber. • Follow a simple direction such as “Kick the ball” or “Wash your hands”. • Use simple gestures such as pointing to objects, shaking their head for “no,” or waving “bye bye”. • Use inflection when babbling. • Use exclamations, such as “uh oh!” when dropping something. • Say “mama” and “dada”. • Try to imitate words. • Listen to simple stories, rhymes and songs. • Respond to simple yes and no questions. • Use single words such as “no” or “bye”. • Try to say long words by stringing sounds together. • Learn new words daily. | <p>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.</p> <p>LLD 2 Communication LLD 2.1a Uses vocalizations and gestures to communicate. LLD 2.2b Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.1a Looks for familiar people and objects when given their names.</p> <p>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page.</p> |

19-24 Months:

- Answer a simple question with a nod of their head.
- Go to get the towel, bring it back and clean up the spill when asked by their caregiver.
- Understand the names of several body parts and point to them when asked.
- Go to wash their hands when a caregiver says, "Get ready for lunch".
- Show attention to another speaker for brief periods of time.
- Spontaneously repeat familiar words from a story.
- Follows a one step direction.
- Maintain conversation topic with adult support.
- Participate verbally in songs and books with key words or phrases.
- Use words to request wants and needs.
- Participate in brief communication exchanges using verbalizations and/or gestures.
- Answer simple questions.
- Communicate about favorite items or toys to others.
- Imitate adult behavior in play.
- Explore and display interest in a variety of people, places and things.
- Begin to label objects, and put words together to make simple sentences.
- Put a few words together into a sentence, leaving out small connecting words (for example, "Talk Daddy?" or "Go bye-bye now?")
- Ask simple questions such as, "What that?"
- Ask for what they want using increasingly specific words
Repeat some of the funny sounding words they hear in conversations.

LLD 1 Listening

LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1.2b With prompts and gestures, follows a one-step direction.

LLD 2 Communication

LLD 2.2a Uses a few words, signs or wordlike sounds to communicate.

LLD 2.2b Says one- to two-word sentences.

LLD 2.2c Repeats words heard frequently in environment.

LLD 6 Reading Comprehension

LLD 6.2b Answers "where" questions by pointing.

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| <ul style="list-style-type: none"> • Participate in simple group discussions. | |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Understand and respond to questions. • Get their coat, and put it on when asked by a teacher • Answer when asked, “Do you want a cracker or a cookie?” • Ask another child to sit next to them. • Understand and use some positional words. • Demonstrate active listening skills. • Retell and relate what has been heard. • Begin to ask questions. • Enter into a conversation that lasts for several turns. • Want to talk when the family is talking in the car, but is not on the topic. • Ask questions about concepts they don’t understand. • Try to initiate conversations with others about objects. • Repeat what has just been said, or make up a story to be part of the conversation. • Take cues from others (laughs when others laugh) Indicate an understanding of grammar by putting words in the correct order (for example, “Eat cookie” rather than “cookie eat”). • Indicate an understanding of grammar by using the correct rule but with irregular words (for example, adding an “s” to make something plural like “foots” or adding an “-ed” to make the past tense like “goed”). • Use words to tell about objects and actions of self and others. • Recite familiar nursery rhymes, songs, or short stories. • Sing simple songs with the teacher and later sing parts of them to himself. | <p>LLD 1 Listening LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1.2b With prompts and gestures, follows a one-step direction LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1.3b Follows related two-step directions given verbally.</p> <p>LLD 2 Communication LLD 2.2a Uses a few words, signs or wordlike sounds to communicate. LLD 2.2b Says one- to two-word sentences. LLD 2.2c Repeats words heard frequently in environment. LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 6 Reading Comprehension LLD 6.2b Answers “where” questions by pointing. LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.</p> |

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| <ul style="list-style-type: none"> • While reading a book, ask questions about the story as well as name objects. • Use more descriptive language to tell you what they want. | |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Listen to spoken language or song for enjoyment. • Comment on familiar aspects of a story or common event Follow 2-step directions (For example, put your shoes on and then get your coat.). • Converse in short sentences using a variety of nouns and verbs. • Engage in and maintain a conversation topic with adult support. • Relate personal experiences verbally using sentences with adult prompting. • Give simple commands to get needs metUse 3 different sentence types (requesting questions, negation). • Ask and answer simple questions using short phrases. • Share information on what he/she is currently doing. • Imitate familiar roles. • Use the same tone of voice they hear mom using when talking to their little brother. • Repeat adult questions that they have heard the teacher ask to start discussions, such as “What do you think will happen next?” • Expand vocabulary with many more connecting and describing words. • Use many words to express their feelings, tell about their ideas, and respond to the ideas of others. • Use personal pronouns such as he, she, we and they more easily and appropriately. | <p>LLD 1 Listening LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1.3b Follows related two-step directions given verbally.</p> <p>LLD 2 Communication LLD 2.3a Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.3b Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2.3c Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 6 Reading Comprehension LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> |

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| <ul style="list-style-type: none"> Continue to use some familiar “shorthand” expressions such as “we go” or “all gone”. Tell about what is happening in a book using action words. Ask “why” and other questions frequently to keep a conversation going. | |
| Pre-Reading and Pre-writing. | |
| Begins to develop skills that will lead to reading readiness. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> Attend to a nursery rhyme, short book or song. Show some attention to pictures, objects and books. Listen closely to adults who are speaking to them. | <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>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page.</p> |
| <p>5-8 Months:</p> <ul style="list-style-type: none"> Respond to some of the vocabulary associated with picture books. Make sounds when he hears sounds. Pay attention to the sounds and repetitive or rhyming words in books. Look intently at the pictures in a book, and show a preference for some pictures. Attend and react to colorful pictures in books. | <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>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> Begin to imitate animal and non-speech sounds. | <p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or</p> |

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| <ul style="list-style-type: none"> • Repeat simple sound syllables, (ba, ba, ba). • String together different sounds (ba, pa, da). • Begin to use specific sounds to identify objects and people. • Begin to participate in songs and rhymes. • Respond to a simple gesture or request. • Begin to identify familiar people. • Recognizes familiar objects. • Turns pages of cardboard book (not necessarily one at a time or left to right). • Identifies 1-2 familiar pictures. • Looks at pictures in a book. • Responds with sounds or body movements to indicate enjoyment. | <p>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>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Enjoy, and occasionally join in “singing” simple songs. • Move rhythmically to familiar songs. • Begin to identify familiar environmental sounds, (animals and emergency vehicles). • Point or make sounds when looking at books. • Turn pages of a book one at a time. | <p>LLD 1 Listening LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6 Reading Comprehension LLD 6.1a Interacts by reaching for or patting when a book is read. LLD 6.1b Holds book and looks intently at each page. LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing.</p> <p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p> |

19-24 Months:

- Enjoy simple songs and occasionally join in.
- Move rhythmically to familiar songs.
- Identify familiar sounds such as animal sounds and emergency vehicles.
- Enjoy being read to if allowed to participate.
- Enjoy stories with riddles, guessing and suspense.
- Turn pages in a book.
- Recognize familiar pictures.
- Fill in words in a familiar book.
- Match shapes.
- Show attention in rhyme games or songs.
- Bring a book to a caregiver to have read Identify basic pictures by naming or pointing.
- Respond to basic “wh” questions (what, where etc.).
- Identify a favorite book by its cover.
- Repeat familiar phrases from a book or rhyme Identify pictures of characters from favorite book.
- Participate in motor imitation.
- Point to elements in a picture.
- Show interest in books and other written materials.
- Show preference for a favorite page in a book by searching for it.
- Follow simple directions.
- Perform an action shown in a book.
- Answer simple questions based on a story.
- Show empathy for situations shown in a book.
- Verbally label pictures in a familiar book.

24-30 Months:

- Sing simple songs that they have heard many times with a group or on their own.

LLD 1 Listening

LLD 1.1a Turns head toward the person speaking and makes gestures and/or vocalizations in response.

LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 5 Concepts of Print

LLD 5.1 Looks at or points to pictures. Opens and closes books.

LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.

LLD 6 Reading Comprehension

LLD 6.1a Interacts by reaching for or patting when a book is read.

LLD 6.1b Holds book and looks intently at each page.

LLD 6.2a Points to pictures and repeats words from familiar stories.

LLD 6.2b Answers “where” questions by pointing.

MR 3 Shapes

MR 3.2 Matches two identical shapes.

CA 1 Music

CA 1.2a Repeats words in familiar songs and attempts to sing.

CA 1.2b Responds to changes in sound, rhythm, volume or melody.

CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.

LLD 1 Listening

LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1.3a Shows understanding of a wide variety of phrases and sentences.

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| <ul style="list-style-type: none"> • Say a simple rhyme that they have heard frequently, with a group or alone. • Know that their name starts with an M sound, like mom. • Identify farm animals by the sounds they make. • Identify environmental sounds such as a doorbell, fire engine, or water running. • Draw attention to parts of words such as syllables by moving to the beat. • Know that the McDonalds sign means that a McDonalds is near. • Find his favorite cereal by the picture or color on the box. • Use the stop sign in play with his car set. • Put toys away in bins or shelves with pictures. • Turn the pages of a favorite book from left to right, holding the book upright. • Ask for the same favorite book over and over again. • Listen to engaging stories. • Recite a familiar nursery rhyme, poem or finger play with expression. • Use words to describe the purpose and function of objects, such as go, stop and play. • Learn the names of objects new to him. • Repeat words heard in the environment. • Name an increasing number of objects in the books. • Listen to fiction and non-fiction books. • Ask and answer questions about the story while his caregiver is reading. | <p>Responds to simple statements and questions.</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. LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories. LLD 6.2b Answers “where” questions by pointing. LLD 6.3a Talks about pictures and ideas in familiar stories. LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>MR 3 Shapes MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes.</p> <p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. CA 1.2b Responds to changes in sound, rhythm, volume or melody. CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own. • Say a simple rhyme that they have heard many times, | <p>LLD 1 Listening LLD 1.2a Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1.3a Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> |

with a group or alone.

- Know that her name starts with a G sound, like green.
- Identify farm animals by the sounds they make.
- Identify environmental sounds such as a doorbell, fire engine, or water running.
- Draw attention to parts of words such as syllables by moving to the beat.
- Begin to understand that written words stand for a certain meaning.
- Know that the McDonalds sign means that a McDonalds is near.
- Find their favorite cereal by the picture or color on the box.
- Put toys away in correctly labeled bins or shelves.
- Precisely turn the pages of a book one at a time, and from left to right.
- Ask for the same favorite book over and over again.
- Recite a familiar nursery rhyme, poem or finger play with expression.
- Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph).
- Choose to look at a favorite book at rest time, retelling parts of the story softly to herself.
- Recognize some common symbols.
- Identify basic shapes.
- Repeat portions of a story that they have heard.
- Respond to basic “wh” questions (what, where, why). Know when a book is upside down and/or backwards and can correct it.
- Use elements in pictures to tell, in simple phrases, what is happening.

LLD 4 Alphabetic Knowledge

LLD 4.3a Recognizes the difference between pictures, letters and numbers in print.

LLD 4.3b Recognizes the sound of the first letter in his/her name.

LLD 5 Concepts of Print

LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.

LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where to start reading on each page.

LLD 6 Reading Comprehension

LLD 6.2a Points to pictures and repeats words from familiar stories.

LLD 6.2b Answers “where” questions by pointing.

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

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

MR 3 Shapes

MR 3.2 Matches two identical shapes.

MR 3.3 Identifies a few basic shapes.

CA 1 Music

CA 1.2a Repeats words in familiar songs and attempts to sing.

CA 1.2b Responds to changes in sound, rhythm, volume or melody.

CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.

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| <ul style="list-style-type: none"> • Talk about what they see in pictures. • Participate in rhythm and rhyme games and songs. • Tell 1-2 events from personal experience. • Respond to a basic question about a picture. • Attend to pictorial directions but need teacher direction. • Listen to fiction and non-fiction materials. • Ask and answer questions about the story while the caregiver is reading. • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before. • Answer questions about the story that has just been read. | |
| Understand and Communicate. | |
| Begins to develop skills involved in conversations with others. | |
| 0-4 Months: <ul style="list-style-type: none"> • Respond to their own name. • Begin to respond to the word “no”. • Tell how the speaker is feeling by the tone of his/her voice. • Use various sounds and movements to communicate. • Use their voice to express happiness or unhappiness. • Babble using strings of consonant and vowel sounds. • Babble using the sounds and rhythms of his native language. • Actively imitate the sounds of speech. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.1b Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2.1c Reacts to changes in tone of voice or expression.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> |
| 5-8 Months: | SED 1 Self-Awareness |

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| <ul style="list-style-type: none"> • Respond to his own name. • Begin to respond to the word “no”. • Tell how the speaker is feeling by the tone of his/her voice. • Use various sounds and movements to communicate. • Use his voice to express happiness or unhappiness. • Babble using strings of consonant and vowels sounds. • Babble using the sounds and rhythms of his native language. • Actively imitate the sounds of speech. | <p>SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.1b Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2.1c Reacts to changes in tone of voice or expression.</p> <p>LLD 2 Communication LLD 2.1b Mimics single sounds.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Respond to simple requests. • Respond to one step directions with familiar words. • Point to the cat in a book when you say, “Where is the cat?” • Start to understand and use conventions of communication. • Use simple gestures such as pointing, shaking their head for “no,” or waving “bye-bye”. • Use inflection, with varying pitch and intonation when babbling. • Use exclamations, such as “oh-oh” when dropping something. • Say approximations of “mama” and “dada”. • Try to imitate words. • Listen to simple stories, rhymes and songs. • Understand many more words than they can produce. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.1b Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2.1c Reacts to changes in tone of voice or expression.</p> <p>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.</p> <p>LLD 2 Communication LLD 2.1b Mimics single sounds.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Continue to understand more words than they are able | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror.</p> |

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| <p>to say.</p> <ul style="list-style-type: none"> • Go to the climber when asked if they want to play on the climber. • Follow a simple direction such as “Kick the ball” or “Wash your hands”. • Use simple gestures such as pointing to objects, shaking their head for “no,” or waving “bye bye”. • Use inflection when babbling. • Use exclamations, such as “uh oh!” when dropping something. • Say “mama” and “dada”. • Try to imitate words. • Listen to simple stories, rhymes and songs. • Respond to simple yes and no questions. • Use single words such as “no” or “bye”. • Try to say long words by stringing sounds together. • Learn new words daily. | <p>SED 1.1b Vocalizes or moves to express wants and needs.</p> <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2.1c Reacts to changes in tone of voice or expression.</p> <p>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.</p> <p>LLD 2 Communication LLD 2.1b Mimics single sounds.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p> |
| <p>Begins to develop skills that lead to writing.</p> | |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Mark with crayons or markers, scribbling spontaneously. • Grasps a writing tool. • Enjoys finger painting or painting with large brushes. | <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>LLD 7 Writing LLD 7.1 Explores writing materials.</p> <p>CA 3 Visual Arts CA 3.1a Expresses emotions while exploring materials. CA 3.1b Explores materials using gross motor movements and senses.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Scribble spontaneously. • Explore using different writing materials. | <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> |

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| | <p>LLD 7 Writing LLD 7.1 Explores writing materials.</p> <p>CA 3 Visual Arts CA 3.1a Expresses emotions while exploring materials. CA 3.1b Explores materials using gross motor movements and senses.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Scribble spontaneously. • Explore using different writing materials. • Intentionally make a mark on a piece of paper. • Indicate when a drawing is finished or complete. • Draw vertical and horizontal strokes when shown how to do so by an adult. • Hold a writing instrument with fingers and scribble. | <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>LLD 7 Writing LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints</p> <p>CA 3 Visual Arts CA 3.1a Explores materials using gross motor movements and senses. CA 3.2a Scribbles, colors or paints intentionally on paper CA 3.2b Uses hands and feet to explore a variety of media.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil. • Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it them. • Paint some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow. • Recognize that drawings, paintings, and writing are meaningful representations. • Hold a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier | <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</p> <p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints</p> <p>CA 3 Visual Arts CA 3.2a Scribbles, colors or paints intentionally on paper. CA 3.2b Uses hands and feet to explore a variety of media. CA 3.3a Explores a variety of artistic tools and media. CA 3.3b Uses materials to create shapes and symbols.</p> |

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| ages. | |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Use crayons on a large piece of paper and scribble, telling the caretaker that it is her. • Take the caretaker's pen and scribble, saying that they are writing. • Find a card with their name on it on a table with several others. • Point to the rule sign about using "listening ears" when asked what we do at circle time. • Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control. • Respond to simple questions for adult recording on paper. • Respond to questions about drawing. • Copy a horizontal line, vertical line and circle with a model Imitate simple shapes and lines. | <p>LLD 7 Writing LLD 7.3 Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>CA 3 Visual Arts CA 3.3a Follows the movements of others. Explores personal space and direction. CA 3.3b Explores a variety of artistic tools and media CA 3.4a Makes choices throughout the artistic process. CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect.</p> |
| Cognitive Development | |
| Discovering the world. | |
| Begins to explore her body and environment. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Play with their hands. • Hold onto a small toy placed in their grasp. • Discover and play with their toes. • Turn their head to follow moving objects. • Repeat simple actions such as grasping an object and letting it go. | <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>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another.</p> <p>MR 4 Measurement</p> |

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| | <p>MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>MR 4.1b Picks up and puts down objects. Demonstrates an understanding of "more."</p> <p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.</p> |
| Discover and Learn | |
| <p>Begin to develop skills that lead to Math concepts such as:</p> <ul style="list-style-type: none"> • Problem solving • Reasoning • Reasoning • Memory | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Follow moving objects easily with their eyes. • Find an object that is partially hidden. • Explore everything with hands and mouth. • Try to reach objects just out of reach. • Look at an object in their hand for a longer period of time. • Imitate actions such as waving bye-bye. • Look for an object that they have thrown from a highchair. • Turn his face away from his caregiver when they see a tissue in his/her hand. • Laugh or show other signs of enjoyment when exploring | <p>SED 2 Self-Regulation</p> <p>SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>LLD 2 Communication</p> <p>LLD 2.1b Mimics single sounds.</p> <p>MR 1 Number Sense</p> <p>MR 1.1c Looks for an object that is taken out of sight.</p> <p>MR 5 Patterns</p> |

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| <p>the effects of their actions on objects.</p> | <p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peek-a-boo.</p> |
| <p>5-8 Months:</p> <ul style="list-style-type: none"> • Follow moving objects easily with his eyes. • Find an object that is partially hidden. • Explore everything with hands and mouth. • Try to reach objects just out of reach. • Look at an object in his hand for a longer period of time. • Imitate actions such as waving bye-bye. • Look for an object that he has thrown from the high chair. • Turn his face away from his caregiver when he sees a tissue in his/her hand. • Laugh or show other signs of enjoyment when exploring the effects of his actions on objects. | <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</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 2 Communication LLD 2.1b Mimics single sounds.</p> <p>MR 1 Number Sense MR 1.1c Looks for an object that is taken out of sight.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peek-a-boo.</p> |
| <p>9-12 Months:</p> <p>Explore objects in various ways such as:</p> <ul style="list-style-type: none"> • Trying to put a square peg into a round space, and keep trying even when it doesn't fit • Trying to put together nesting cups and take them apart again • Looking for an object that they have thrown or dropped from the high-chair • Putting their arms up when you ask, "How big is baby?" • Turning their face away from the caregiver when they see a washcloth in her hand • Holding out her hand for you to play "round and round | <p>SED 2 Self-Regulation SED 2.1a Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</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 2 Communication LLD 2.1b Mimics single sounds.</p> <p>MR 1 Number Sense MR 1.1c Looks for an object that is taken out of sight.</p> |

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| <p>the garden”</p> <ul style="list-style-type: none"> • Pointing to pictures in books when you read to them • Going to get the ball when you ask if they would like to play ball • Going to the counter where the cookies are kept when asked if they would like a cookie • Point to familiar objects when directed • Give an object on request | <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peek-a-boo.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car. • Recognize his image in the mirror or in a photograph. • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas. | <p>SED 1 Self-Awareness SED 1.2a Recognizes self in photos or in a mirror.</p> <p>SED 2 Self-Regulation SED 2.2a Shows a range of emotions with facial expressions and gestures.</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>19-24 Months:</p> <ul style="list-style-type: none"> • Build a tower with the red blocks only, leaving the blue and yellow ones to the side. • Pick out and eat only the whole animal crackers. • Nest several cups together accurately and discover how to hide a smaller cup under a larger one. • Turn one piece of a puzzle to fit it into a space the right way. • Pick up 2 items with similar attributes upon request. • Give 2 objects upon request, and verify by counting (“1, 2”). • Manipulate a number inset puzzle with the numbers 0-5. • Differentiate their own items vs. others items. • Imitate patterns such as clapping, tapping, signing. | <p>SED 2 Self-Regulation SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>MR 4 Measurement MR 4.2a Explores size and weight of objects in relation to self. MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>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.</p> <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> |

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| <ul style="list-style-type: none"> • Point to a set of objects that contains more than another set. • Anticipate daily routines associated with day or night. • Place 1-3 shapes in a form board. • Demonstrate an understanding of 1-3 prepositions such as up, down, in, out. • Match object with a picture of that object. • Sing songs and say nursery rhymes after hearing them many times. • Help their caregiver retell a favorite story after hearing it many times. • Repeat actions at a later time that they have observed before. | <p>SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. CA 1.2b Responds to changes in sound, rhythm, volume or melody. CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Show interest in concepts, such as matching and sorting according to color, shape and size. • Name at least one color. • Compare the color of his toy car to that of another child • Match the colors and shapes in a matching puzzle. • Sing songs and say nursery rhymes after hearing them many times. • Help their caregiver retell a favorite story after hearing it many times. • Discuss important events that occurred in the past, such as meeting a new animal or going on vacation. • Help to put away the toys, putting the blocks away with the blocks and the vehicles away together. • Confuse similar colors. • Try to get all of the big blocks to make their tower. • Fill a balance scale with beads, making one side go down, then the other. | <p>SED 2 Self-Regulation SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>MR 4 Measurement MR 4.3a Determines which object is bigger (heavier, longer) when given two objects. MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help</p> <p>SS 3 Geography SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> |

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| <ul style="list-style-type: none"> • Fill large and small containers with sand or water. | <p>CA 1 Music CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Hold up two fingers when asked how old they are. • Ask a teacher to help them see if there is room in the play dough center and count the children with the teacher, deciding that there is room for her. • Complain to mom that their sister has more cookies than they do. • Tell a friend that they are bigger, so they should go first up the climber. • Match and sort objects according to color, size, shape or use when playing or putting away toys. • Take two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers". • Name at least one color. • Compare the color of their toy car to that of another child. • Easily match the colors and shapes in a matching puzzle. • Help to put away the silverware, matching the large spoons with the other large spoons. • Fill a balance scale with beads, making one side go down, then the other. • Sort 3 to 5 objects by color. • Recognize and read numerals 0 to 5. • Identify the number of objects in a set up to 3 and verify by counting 1,2,3. | <p>MR 1 Number Sense MR 1.3a Recognizes numerals to three MR 1.3b Points to one object at a time while counting (not always in correct order). MR 1.3c Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 2 Spatial Awareness MR 2.3a Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2.3b Finds or places objects next to, between, in front of or behind self.</p> <p>MR 3 Shapes MR 3.3 Identifies a few basic shapes.</p> <p>MR 4 Measurement MR 4.3a Determines which object is bigger (heavier, longer) when given two objects. MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 6 Classification MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> |

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| <ul style="list-style-type: none"> • Match the correct numeral 0-3 to the number of objects. • Sort objects by similar attributes in familiar routines (big, little). • Sort a set of objects into more; then into less. • Put objects in order by size when asked. • Identify routines carried out during day or night. • Match and sort shapes. • Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top. | |
| <p>Begin to develop skills that lead to Science concepts such as:</p> <ul style="list-style-type: none"> • Cause and effect • Daily routines • Imitation of gestures and use of objects • Identify body parts | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Bang on their tray with a spoon to hear the sounds it makes. • Push a button on a toy to make it play music. • Put small blocks into a bowl, dump them out and do it again. • Hit the buttons on their busy box to make different things happen. • Pull a string to bring a toy closer. | <p>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another.</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>SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses. SCI 2.1b Reacts to weather changes in immediate environment.</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> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> |
| <p>5-8 Months:</p> | <p>SCI 1 Investigation & Inquiry</p> |

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| <ul style="list-style-type: none"> ● Bang on his tray with a spoon to hear the sounds it makes. ● Push a button on a toy to make it play music. ● Put small blocks into a bowl, dump them out and do it again. ● Hit the buttons on his busy box to make different things happen. ● Pull a string to bring a toy closer. | <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p>SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses. SCI 2.1b Reacts to weather changes in immediate environment.</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> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> ● Explore a bell in a ball, turning it over and over. ● Look under the blanket for the toy they watched you hide. ● Shake, bang, throw, drop, push or pull everything they touch. ● Explore and uses body to make things move. ● Push favorite buttons on the busy box and make a face just before the dog pops out. ● Point to correct body part when it is named. ● Pretend to brush hair and teeth, drink from a cup and put a telephone to their ear. ● Imitate simple actions of an adult such as clapping. ● Imitate sound patterns when heard. ● Take and retain 2 objects offered (one in each hand). ● Use whole body to explore environment. ● Indicate they want to be picked up through gestures or vocalizations to a familiar adult. ● Anticipate reactions in response to familiar play activities. | <p>MR 3 Shapes MR 3.1 Manipulates objects that are a variety of shapes.</p> <p>MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</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>SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses. SCI 2.1b Reacts to weather changes in immediate environment.</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> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> |

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| <ul style="list-style-type: none"> • Use all 5 senses to explore natural world. • Respond to light and darkness and anticipate routines with both (for example, dark = nap). | |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully, perhaps moving the pages from left to right, with the book turned right-side-up. • Put round shapes into the round holes more accurately. • Bounce a ball and try to catch it after watching an older child do it. | <p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</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>SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses. SCI 2.1b Reacts to weather changes in immediate environment.</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> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again. • Fill a bucket with sand and watch as it pours over the side when it is full. • Explore and attempt different ways to make objects move. • Splash in water. • Explore objects using advanced schemas. • React physically to differences in water/food temperatures. • Integrate use of 5 senses to explore natural world. • Demonstrate own need for food and water. | <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>SCI 1 Investigation & Inquiry SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 2 Natural & Earth Science SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to</p> |

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| <ul style="list-style-type: none"> • Show awareness of other children/animals and respond accordingly. • Recognize familiar faces. • Respond to indoor and outdoor world conditions such as sunshine and wind. • Notice changes in the environment of the classroom or home. • Demonstrate use of objects. • Increase attention span when exploring something interesting, especially with an interested adult. | <p>push or pull toys.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Want to pick up and bring home interesting things they find on a walk. • Use senses to observe and gather information. • Use tools for investigation (such as a magnifying glass). • Get a stool and try to reach something put up on a high shelf. • Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help. • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work. • Use a spoon or other tool to dig in the garden. | <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 2 Natural & Earth Science SCI 2.2a Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. SCI 2.2b Understands hot and cold. Points at clouds and explores the feel of rain and wind.</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>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Explore and use cognitive strategies to attempt to make objects move. • Use tools to explore properties water. • Match simple properties (color, size, shape). • Respond verbally to differences in water/food | <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 2.3a Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2.3b Notices changes in temperature or weather.</p> |

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| <p>temperature.</p> <ul style="list-style-type: none"> • Demonstrate verbal differences of humans and animal. • Indicate own thirst or hunger and that of others. • Show awareness of the functions of people/animals in their world. • Know night and day and various expectations in routines. • Show active interest in the environment Identify familiar functions of their environment. • Want to pick up and bring home interesting things they find on a walk. • Use tools for investigation. • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom. • Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand. • Get a stool and try to reach something put up on a high shelf. | <p>SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> |
| <p>Explores and experiments with objects in the environment</p> | |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as they try different tactics to move it. • Touch a bug that they find on the playground and squeal when it moves away quickly. • Push, poke, squeeze, pat and sniff the play-dough as they explores how it feels and smells. • Stack and knock down big blocks. • Experiment with different ways of using a toy or object. | <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</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>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> |

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| Physical Development | |
| Coordinate Movements | |
| Uses repetition to move various body parts. | |
| <p>0-4 Months:</p> <ul style="list-style-type: none"> • Grasp and release things that they touch accidentally. • Begin to gain control over their eye, hand, and leg muscles and movements. • Reach toward objects and swipe at dangling objects. • Raise their head, arch their body, and flex their legs. • Begin to try to roll over and sometimes kick themselves over. • Push up by hands or forearms when on their stomach. • Bring their hands to their mouth. • Push down on their legs when placed on a firm surface. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of "more."</p> |
| Physical and large motor development. | |
| <p>0-4 Months:</p> <p>Change the position of his body by:</p> <ul style="list-style-type: none"> • Pushing up on their arms and lifting their head and chest, arching their back when on their stomach. • Lifting both arms and legs and rock on their stomach. • Rolling over from back to stomach and stomach to back. • Starting to move either forward or backwards, pulling or pushing with their arms. • Getting up on their hands and knees, rocking back and forth. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of</p> |

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| <ul style="list-style-type: none"> ● Pulling to a stand, while holding onto something. | <p>“more.”</p> |
| <p>5-8 Months:</p> <p>Change the Position of his body by:</p> <ul style="list-style-type: none"> ● Pushing up on his arms and lift head and chest, arching his back when on his stomach. ● Lifting both arms and legs and rock on his stomach. ● Rolling over from back to stomach and stomach to back. ● Starting to move either forward or backwards, pulling or pushing with his arms. ● Getting up on his hands and knees, rocking back and forth. ● Pulling to a stand, while holding onto something. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> ● Balance and sit alone for long periods of time. ● Walk with someone holding both of her hands. ● Pull up on a table and “cruise” around it. ● Roll from lying on their stomach to sitting up. ● Move from a crawl to sitting and back again. ● Crawl easily, gaining speed from month to month. ● Climb onto low objects, such as a couch or table. ● Stand-alone without help for a few seconds then minutes. ● Take their first few steps without help. ● Go from standing to sitting easily. ● Go between squatting position to standing. ● Begin to walk up and down steps with assistance. ● Crawl through a short tunnel. ● Imitate basic movements. ● Engage in a variety of physical activities such as crawling, walking, climbing, dancing or throwing. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> |

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| <ul style="list-style-type: none"> Engage in simple games with an adult such as bouncing or rolling a ball back and forth. | |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> Walk more than they crawl. Stop and start movements with more control. Sit in a chair independently. Go from sitting to standing more easily. Climb the stairs on their hands and knees or stand and hold onto a railing, putting both feet on each step. Crawl up into a chair and turn around to sit. Go from a squat to standing with ease. Pull a toy behind him as they walk, or push a toy in front of them. Carry a large toy or several smaller ones while walking. Begin to run. Kick a ball forward. | <p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</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>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>MR 4 Measurement MR 4.2a Explores size and weight of objects in relation to self. MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> Enjoy pulling or pushing a toy that makes noise as they walk with it. Climb up the ladder on a low to medium-sized slide and slide down. Turn backwards and sit on the rocking chair. Go up the stairs putting both feet on each step. Throw a ball and put hands together to try to catch it. Kick a ball forward. Go over, under, around & through objects on an obstacle course. Engage in physical activities such as dancing, climbing, running, throwing, hopping, etc. | <p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</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>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>MR 4 Measurement MR 4.2a Explores size and weight of objects in relation to self. MR 4.2b Places objects in a line. Demonstrates an understanding of more, none and one.</p> |
| <p>24-30 Months:</p> | <p>PD 1 Gross Motor</p> |

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| <ul style="list-style-type: none"> • Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track. • Climb on the rocking horse and push their feet to make it go. • Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl. • Walk sideways and forward on a wide balance beam. • Perform the motions to the “Chicken Dance” with a circle of friends. • Run across the playground, starting and stopping easily. • Play rhythm sticks in time to music with a simple beat. • Throw a ball overhand (with forearm extension) in the forward direction. • Attempt to catch a large ball, but often miss. • Climb stairs with alternating feet, without assistance. • Kick a stationary ball in a forward motion. • Follow simple movements to music. • Build more complex large block structures. | <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body</p> <p>PD 2 Fine Motor PD 2.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>MR 4 Measurement MR 4.3a Determines which object is bigger (heavier, longer) when given two objects. MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track • Climb on the rocking horse and push their feet to make it go Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl • Walk sideways and forward on a wide balance beam • Perform the motions to the “Chicken Dance” with a circle of friends | <p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body</p> <p>PD 2 Fine Motor PD 2.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>MR 4 Measurement MR 4.3a Determines which object is bigger (heavier, longer) when given two objects. MR 4.3b Compares and orders two to three objects according to size, length, hue or weight.</p> |

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| <ul style="list-style-type: none"> • Run across the playground, starting and stopping easily • Play rhythm sticks in time to music with a simple beat • Throw a ball overhand (with forearm extension) in the forward direction • Attempt to catch a large ball, but often miss • Climb stairs with alternating feet, without assistance • Kick a stationary ball in a forward motion • Follow simple movements to music • Build more complex large block structures | |
| Fine motor development. | |
| <p>0-4 Months: Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand. • Moving objects from hand to hand. • “Raking” objects to himself with one hand. • Picking up a thawed frozen pea with a raking grasp. • Grabbing feet and toes and bringing them to their mouth. • Holding objects in both hands and banging them together. • Waving bye-bye or imitating hand clapping. • Trying to turn the pages of a favorite board book. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another. MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> |
| <p>5-8 Months: Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand. • Moving objects from hand to hand. • “Raking” objects to himself with one hand. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with</p> |

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| <ul style="list-style-type: none"> • Picking up a thawed frozen pea with a raking grasp. • Grabbing feet and toes and bringing them to his mouth. Holding objects in both hands and banging them together. • Waving bye-bye or imitating hand clapping. • Trying to turn the pages of a favorite board book. | <p>an object.</p> <p>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another. MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> |
| <p>9-12 Months:</p> <ul style="list-style-type: none"> • Drop objects into a container and dump them out again. • Roll and “catch” a rolling large rubber ball. • Pick up a spoon by its handle. • Pick up small bits of lint off the floor and give them to you. • Start to hold a “sippy” cup and drink from it. • Turn pages of board book. • Take apart and put pieces together such as pop beads. • Build simple block structures (2-3 blocks high). • Pick up small objects between thumb and forefinger. • Make marks on paper. | <p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>MR 2 Spatial Awareness MR 2.1a Tries to put one object inside another. MR 2.1b Participates as caregiver raises arms or legs and says up/down.</p> <p>MR 4 Measurement MR 4.1a Recognizes when to use whole hand or just two fingers to pick up an object. MR 4.1b Picks up and puts down objects. Demonstrates an understanding of “more.”</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree. • Drop wooden beads into a bottle, dump them out and start again. • Build a tower of four or more blocks. • Scribble, if given a crayon and paper. | <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>MR 2 Spatial Awareness MR 2.2a Purposely turns or spins objects. Fills container then dumps out the contents. MR 2.2b Follows simple positional directions such as on/off, over/ under and</p> |

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| <ul style="list-style-type: none"> • Start to use one hand more often than the other. • Take apart, then put together large links or pop beads. • Hold an object in one hand and do something to it with the other hand. • Hold a cup and drink, sometimes spilling. • Feed themselves applesauce or yogurt with a spoon. | <p>up/down.</p> <p>MR 4 Measurement MR 4.2a Explores size and weight of objects in relation to self. MR 4..2b Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>CA 3 Visual Arts CA 3.2a Scribbles, colors or paints intentionally on paper. CA 3.2b Uses hands and feet to explore a variety of media.</p> |
| Health | |
| 9-12 Months: <ul style="list-style-type: none"> • Recognize self in mirror. • Express feelings. • Indicate discomfort or need for assistance. • Indicate desires for food or drink. | <p>SED 1 Self-Awareness SED 1.1a Responds to name, explores hands and looks in mirror. SED 1.1b Vocalizes or moves to express wants and needs.</p> |
| Creative Expression | |
| Creativity & Critical Thinking. | |
| Begins to develop creative thinking: <ul style="list-style-type: none"> • Explores the arts • Appreciates music • Participates in creative movement • Begins to participate in dramatic play | |
| 9-12 Months: <ul style="list-style-type: none"> • Experience the environment through senses. • Look to familiar faces for attention and help. • Consistently reach for toys and objects or point to ask for an out-of-reach toy. • Show pleasure in new accomplishments. | <p>SCI 2 Natural & Earth Science SCI 2.1a Explores immediate environment using senses.</p> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons.</p> |

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| <ul style="list-style-type: none"> ● Persist in new learning situations. ● Recognize some basic shapes and objects. ● Respond to a variety of songs, music and finger plays. ● Make sound with objects available. ● Enjoy listening to music. ● Make a physical response to musical sounds (for example, bouncing body or flexing knees). ● Explore musical props. ● Show awareness to changes in tempo. ● Follow simple one-word directions and copy adult actions. ● Put on or take off hats. ● Put things in containers. ● Attempt to move large zippers. ● Shows interest in dramatic play materials such as setting the table. ● Enjoy water play. ● Use phone or other dramatic play materials to begin to pretend play. ● Point to a body part when named. ● Take off simple shoes & socks. | <p>CA 1 Music CA 1.1a Responds to sounds. CA 1.1b Makes sounds to communicate feelings.</p> <p>CA 2 Dance & Movement CA 2.1a Uses body language to express feelings. CA 2.1b Moves body in a variety of ways.</p> <p>CA 3 Visual Arts CA 3.1a Expresses emotions while exploring materials. CA 3.1b Explores materials using gross motor movements and senses.</p> <p>CA 4 Drama CA 4.1a Imitates simple movements and facial expressions CA 4.1b Responds to props or puppets.</p> |
| <p>13-18 Months:</p> <ul style="list-style-type: none"> ● Gather information about environment through senses. ● Ask for help through gestures or words. ● Use toys and objects in an intentional way. ● Show pleasure in new accomplishments. ● Apply persistence to learning about new objects. ● Recognize some basic shapes and objects. ● Respond to a variety of songs, music and finger plays. ● Experiment with objects that make sounds. ● Demonstrate enjoyment in music. | <p>LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories.</p> <p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 2 Dance & Movement CA 2.2a Uses purposeful gestures and body language to communicate. CA 2.2b Moves body purposely. Sways or bounces to music.</p> <p>CA 3 Visual Arts</p> |

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| <ul style="list-style-type: none"> • Move to musical sounds. • Explore musical props. • Show awareness to changes in tempo. • Follow simple one word directions and copy adult actions. • Select dress-up clothes and attempt to put them on. • Put things in containers. • Work with zippers and large snaps. • Imitate others in dramatic play. • Explore objects in water play. • Use dramatic play props in pretend play. • Point to body parts. • Take off shoes & socks. | <p>CA 3.2a Scribbles, colors or paints intentionally on paper. CA 3.2b Uses hands and feet to explore a variety of media.</p> |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Observe and imitate others successful behavior in solving simple problems. • Use facial expression, body movements and vocalization to make social contact and express needs and emotions. • Practices independence while staying connected to caregiver. • Expresses ownership and desire to control self. • Shows enjoyment in interaction with others. • Recognizes own accomplishments. • Engage in behavior to investigate consequences. • Ask for help from other sources when faced with challenges. • Match objects; recognize patterns. • Initiate social contact and expresses emotion toward familiar persons, pets or possessions. • Shows enjoyment of books and stories. Looks at picture books with interest. | <p>LLD 6 Reading Comprehension LLD 6.2a Points to pictures and repeats words from familiar stories.</p> <p>CA 1 Music CA 1.2a Repeats words in familiar songs and attempts to sing. CA 1.2b Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 2 Dance & Movement CA 2.2a Uses purposeful gestures and body language to communicate. CA 2.2b Moves body purposely. Sways or bounces to music.</p> <p>CA 3 Visual Arts CA 3.2a Scribbles, colors or paints intentionally on paper. CA 3.2b Uses hands and feet to explore a variety of media.</p> |

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| <ul style="list-style-type: none"> • Imitates sounds in a book; selects a book and gives to an adult to read. • Make musical sounds along with simple chants and songs. • Recognize and respond to a variety of simple songs, finger plays showing preference and asking for repetition. • Experiment with rhythm instruments individually or with others. • Accompany simple music with rhythm instruments or clapping. • Enjoy a variety of types of music. • Use musical experiences as a way to explore emerging language skills and cognitive concepts. • Experiment with a variety of props such as scarves, ribbons and hoops (with or without music). • Respond rhythmically to music tempos. • Copy adults' actions and play simple pretend games. • Put on and take off easy clothing; copies grownup work. | |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Develop symbolic thought (For example, shown by engaging in more complex forms of pretend play). • Begin to connect symbols with concepts (For example, a stop sign with the octagon shape). • Begin to match and sort items into groups and learn where objects belong. • Demonstrate vocabulary growth and use more descriptive words. • Complete an assortment of simple puzzles. • Enjoy different drawing and painting activities. • Begin to make drawings which represent things in their | <p>LLD 6 Reading Comprehension LLD 6.3a Talks about pictures and ideas in familiar stories.</p> <p>CA 1 Music CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 2 Dance & Movement CA 2.3a Moves in own way to music and rhythm. CA 2.3b Follows the movements of others. Explores personal space and direction.</p> <p>CA 3 Visual Arts</p> |

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| <p>world.</p> <ul style="list-style-type: none"> • Play games and sing songs that promote different concepts such as light and dark, soft and hard, loud and quiet. • Repeat simple motions and gestures from favorite songs and finger plays. • Begin to engage in self-directed pretend play. • Begin to act out his favorite characters from story books. | <p>CA 3.3a Explores a variety of artistic tools and media CA 3.3b Uses materials to create shapes and symbols.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Predict what will happen next in a story book. • Listen, repeat, and experiment with words. • Begin to make representational drawings. • Use writing tools to create and experiment with. • Match shapes, colors, patterns and objects together. • Draw faces with more detail. • Enjoy swirling and squishing the finger paint as they move it around on the paper. • Tear paper to make a collage. • Start to use tools with the play dough such as a rolling pin or a cookie cutter. • Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered. • Enjoy participating in singing and movement activities. | <p>LLD 6 Reading Comprehension LLD 6.3a Talks about pictures and ideas in familiar stories. LLD 6.3b Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>CA 1 Music CA 1.3a Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments CA 1.3b Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1.4a Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1.4b Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 2 Dance & Movement CA 2.3a Moves in own way to music and rhythm. CA 2.3b Follows the movements of others. Explores personal space and direction. CA 2.4a Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 3 Visual Arts CA 3.3a Explores a variety of artistic tools and media CA 3.3b Uses materials to create shapes and symbols. CA 3.4a Makes choices throughout the artistic process.</p> |

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| | CA 3.4b Chooses an object or art tool to use with a given medium for a desired effect. |
| Scientific Exploration and Learning | |
| <p>Begin to develop skills that lead to science concepts such as:</p> <ul style="list-style-type: none"> • Identify body part • Cause and effect • Daily routines • Imitation of gestures and use of objects | |
| <p>19-24 Months:</p> <ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again. • Fill a bucket with sand and watch as it pours over the side when it is full. • Explore and attempt different ways to make objects move. • Splash in water. • Explore objects using advanced schemas. • React physically to differences in water/food temperatures. • Integrate use of 5 senses to explore natural world. • Demonstrate own need for food and water. • Show awareness of other children/animals and respond accordingly. • Recognize familiar faces. • Respond to indoor and outdoor world conditions such as sunshine and wind. • Notice changes in the environment of the classroom or home. • Demonstrate use of objects. • Increase attention span when exploring something | <p>SED 2 Self-Regulation SED 2.2c Cooperates during familiar routines and familiar activities.</p> <p>PD 4 Personal Care Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect.</p> <p>CA 4 Drama CA 4.2b Mimics the use of familiar objects.</p> |

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| interesting, especially with an interested adult. | |
| <p>24-30 Months:</p> <ul style="list-style-type: none"> • Want to pick up and bring home interesting things they find on a walk. • Use senses to observe and gather information. • Use tools for investigation (such as a magnifying glass). • Get a stool and try to reach something put up on a high shelf. • Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help. • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work. • Use a spoon or other tool to dig in the garden. | <p>SED 2 Self-Regulation SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>MR 7 Logic & Reasoning MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>CA 4 Drama CA 4.3b Uses an object as a replacement for a realistic prop or real object.</p> |
| <p>30-36 Months:</p> <ul style="list-style-type: none"> • Explore and use cognitive strategies to attempt to make objects move. • Use tools to explore properties water. • Match simple properties (color, size, shape). • Respond verbally to differences in water/food temperature. • Demonstrate verbal differences of humans and animal. • Indicate own thirst or hunger and that of others. • Show awareness of the functions of people/animals in their world. • Know night and day and various expectations in routines. • Show active interest in the environment Identify familiar functions of their environment. • Want to pick up and bring home interesting things they | <p>SED 2 Self-Regulation SED 2.3c Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2.4c Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>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.</p> <p>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.</p> <p>CA 4 Drama</p> |

find on a walk.

- Use tools for investigation.
- Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom.
- Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand.
- Get a stool and try to reach something put up on a high shelf.

CA 4.3b Uses an object as a replacement for a realistic prop or real object.

CA 4.4b Uses a combination of real and imaginary props or characters to play out a scene.

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

| Mathematics | |
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| 1.0: Numbers and Number Sense | |
| 1.PK.3a. Recognize and read numerals 0-5. | MR 1 Number Sense Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. |
| 1.PK.3b. Estimate the number of objects in a set of 5 and verify by counting. | MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings. MR 1 Number Sense Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. |
| 1.PK.3c. Match the number of objects in a set to the correct numeral 0 to 5. | MR 1 Number Sense Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. |
| 1.PK.4a. Count to 10. | MR 1 Number Sense Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. |
| 1.PK.4b. Count to 10 by demonstrating one to one correspondence using objects. | MR 1 Number Sense Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. |
| 1.PK.5. Use concrete objects to combine and separate groups up to 5. | MR 1 Number Sense Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. |

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| 2.0: Patterns, Functions & Algebra | |
| 2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color) | MR 6 Classification After sorting objects by one feature, sorts again by a different feature. |
| 2.PK.2 Recognize and replicate simple patterns (e.g., ABAB) | MR 5 Patterns Creates and extends two-step patterns. Creates and extends three- and four-step patterns and plays complex memory games. |
| 2.PK.3 Compare sets of objects. Determine which set has more or less. | MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings. MR 1 Number Sense Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. |
| 3.0: Measurement | |
| 3.PK.1 Compare objects by size to determine smaller and larger. | MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings. |
| 3.PK.4 Sort pennies and nickels. | MR 6 Classification After sorting objects by one feature, sorts again by a different feature. |
| 3.PK.6 Identify day and night | SCI 1 Investigation & Inquiry 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. |
| 4.0: Spatial Relationships, Geometry and Logic | |
| 4.PK.1a Identify circles, triangles, and squares. | MR 3 Shapes Identifies four to six basic geometric shapes. |

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| 4.PK.1b Begin to recognize two and three dimensional shapes in the environment. | MR 3 Shapes Describes basic and complex two- and three-dimensional shapes using own words. |
| 4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions). | MR 2 Spatial Awareness Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide. |
| 5.0: Data Analysis | |
| 5.PK.1 Identify and sort information (e.g., interpret quantity in pictures). | MR 6 Classification Sorts objects by more than one feature and explains why. MR 7 Logic & Reason Uses previous knowledge to determine which solution to try first when solving a problem. |

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| Science | |
| Nature of Science - Scientific Inquiry and Science, Technology, & Society | |
| N.PK1.a Observe their world. | SCI 1 Investigation & Inquiry 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. |
| N.PK1.b Ask questions about their world. | SCI 1 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. |
| N.PK.2 Share ideas with others. | SCI 1 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and |

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| | <p>compares observations.</p> <p>LLD 2 Communication</p> <p>Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> |
| N.PK.3 Use tools safely to observe and explore different objects/environments. | <p>SCI 4 Technology</p> <p>Explores movable parts on toys and tools. Uses on and off switches. Experiments with simple technology to solve problems or accomplish tasks.</p> |
| N.PK.4 Use patterns to predict or sort items. | <p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations</p> <p>MR 6 Classification</p> <p>Sorts objects by more than one feature and explains why.</p> |
| N.PK.5 Students work in small groups and share ideas with others regarding to science related activities. | <p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SED 4 Social Relationships</p> <p>Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p> |
| Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth's Composition & Structure | |
| E.PK.1 Observe and identify weather from day to day | <p>SCI 2 Natural & Earth Science</p> <p>Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> |
| E.PK.2 Observe and identify water in different states. | <p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and</p> |

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| | compares observations. 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. |
| E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky. | SCI 3 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SCI 1 Investigation & Inquiry 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. |
| E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.). | SCI 2 Natural & Earth Science Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. |
| Physical Science- Matter and Forces & Motion and Energy | |
| P.PK.1 Sort objects according to observable properties (e.g., by shape and color). | SCI 3 Physical Science Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties. MR 6 Classification After sorting objects by one feature, sorts again by a different feature. |
| P.PK.2 Explore and demonstrate how objects move. | SCI 3 Physical Science Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. |
| P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water). | SCI 3 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. |
| P.PK.4 Investigate how objects react when placed in water. | SCI 1 Investigation & Inquiry 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.PK.5 Identify hot and cold. | SCI 2 Natural & Earth Science |

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| | Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind. |
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| Life Science - Heredity; Structure of Life; Organisms and their Environment; Diversity of Life | |
| L.PK.1 Investigate animals and their offspring. | SCI 2 Natural & Earth Science Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. |
| L.PK.2 Explore and identify a variety of animals and plants. | SCI 2 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. |
| L.PK.3 Identify humans, animals, and plants. | SCI 2 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. |
| L.PK.4 Use the five senses to explore and investigate the natural world. | SCI 2 Natural & Earth Science Explores immediate environment using senses. Reacts to weather changes in immediate environment. SCI 1 Investigation & Inquiry 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. |
| L.PK.5 Identify the basic need for air, water and food. | SCI 2 Natural & Earth Science Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. |

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| L.PK.6 Identify animals and their homes. | SCI 2 Natural & Earth Science Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. |
| L.PK.7 Identify and/or sort plants and animals by observable characteristics. | SCI 2 Natural & Earth Science Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. MR 6 Classification Sorts objects by more than one feature and explains why. |
| L.PK.8 Observe living and non-living things on Earth | SCI 2 Natural & Earth Science Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. |
| Language and Early Literacy | |
| 1.0: Word Analysis | |
| 1.PK.1 Identify words that rhyme. | LLD 3 Phonological Awareness Identifies the beginning and ending sounds of words. |
| 1.PK.2 Identify the beginning sound of own name. | LLD 4 Alphabetical Knowledge Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. |
| 1.PK.3 Identify letters in own name | LLD 4 Alphabetical Knowledge Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. |
| 1.PK.4 Recognize environmental print and symbols. | LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text. |
| 1.PK.5. Demonstrate awareness that print carries a message. | LLD 5 Concepts of Print 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 |

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| | next line. |
| 2.0: Reading Strategies | |
| 2.PK.1 Identify the front cover of the book and know how to turn the pages when reading. | LLD 5 Concepts of Print Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page |
| 2.PK.2 Ask questions or make comments pertinent to the story being read. | LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |
| 2.PK.3 Identify pictures to aid in comprehension. | LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. |
| 3.0: Literary Text | |
| 3.PK.1. Retell a story with the aid of pictures, props, or a book. | LLD 6 Reading Comprehension Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. |
| 3.PK.5. Listen and respond to rhythm or rhyme, (e.g., clapping or chanting). | LLD 3 Phonological Awareness Imitates sounds and tones. CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. |
| 3.PK.6. With assistance, listen and respond to words with tone (e.g., poems and finger plays). | LLD 3 Phonological Awareness Imitates sounds and tones. |
| 3.PK.7. With assistance, listen and discuss stories from different cultures and eras. | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |

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| | SS 4 History & Sense of Time Retells historical, fictional or past events or stories. |
| 3.PK.8. Predict what will happen next in a story. | LLD 6 Reading Comprehension Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. |
| 3.PK.9. Listen to age-appropriate material that makes connections to self and the world around them. | LLD 6 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events. |
| 4.0: Expository Text | |
| 4.PK.1. Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts). | LLD 5 Concepts of Print Explains the difference between books that tell stories and those that give information. |
| 4.PK.5a. Recall information from an event, text, or picture related to self and the world around them. | LLD 6 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events. |
| 4.PK.5b. Respond to or ask a question about an event, text, or picture. | LLD 6 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. |
| 4.PK.7. With teacher assistance, follow, a simple pictorial direction. | LLD 1 Listening Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. |

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| 5.0: Effective Writing | |
| 5.PK.2a. Experiment with beginning techniques for using various writing materials. | LLD 7 Writing Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. |
| 5.PK.2b. Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.). | LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. |
| 5.PK.4a. Use letter-like approximation to write name and/or other words or ideas. | LLD 7 Writing Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. |
| 5.PK.4b. Attempt, with a model, to spell own first name. | LLD 7 Writing Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. |
| 5.PK.4c. Attempt, with a model, to write the first letter of first name using the capital letter. | LLD 7 Writing Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. |
| 6.0: Types of Writing | |
| 6.PK.1. Experiment with writing tools and materials to communicate. | LLD 7 Writing Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. |
| 6.PK.2. Experiment with writing tools and materials in response to a familiar experience. | LLD 7 Writing Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. |
| 6.PK.4. Experiment with writing tools and materials in response to literature. | LLD 7 Writing Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. |

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| 6.PK.5. Share drawings with others as a response to an expository text. | LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. |
| 6.PK.6. Share ideas and opinions for class writing. | SED 1 Self- Awareness Negotiates to attain personal preference in a situation. LLD 2 Communication Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. |
| 6.PK.7. Dictate words, phrases, or sentences to an adult recording on paper | LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |
| 6.PK.9a. Organize ideas, through group discussion, with teacher assistance for the purpose of group research. | SED 1 Self- Awareness Negotiates to attain personal preference in a situation. LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |
| 6.PK.9b. Identify and explore an area of interest. | SED 1 Self- Awareness Negotiates to attain personal preference in a situation. |
| 6.PK.9c. Use, with teacher assistance, a variety of sources to obtain information. | LLD 7 Writing Explores writing materials. SCI 1 Investigation & Inquiry Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis. |
| 7.0: Listening | |

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| 7.PK.1a. Listen for a variety of purposes with increasing attention span. | LLD 1 Listening Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 7.PK.1b. Listen to and follow a two-step oral direction with the use of formal and informal language. | LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. |
| 7.PK.2. Listen and respond appropriately to stories and group discussions. | LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. |
| 7.PK.3. Listen with increasing attention span to gain new vocabulary. | LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 7.PK.5. Engage in conversation and sometimes follow conversational rules. | LLD 2 Communication Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. |
| 8.0: Speaking | |
| 8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions. | LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |

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| 8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas. | LLD 2 Communication Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings. |
| 8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories. | CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 8.PK.3b Speak in complete sentences using at least three words. | LLD 2 Communication Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. |
| 8.PK.4a Initiate conversation and respond to others. | LLD 2 Communication Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. |
| 8.PK.4b Share ideas and information from personal and share group experiences. | LLD 2 Communication Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings. |
| 8.PK.4c Ask and answer simple questions. | LLD 2 Communication Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. |
| 8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences. | LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. |
| Social Studies | |
| H1: People, Cultures, and Civilizations | |

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| H1.PK.1 Children begin to complete simple tasks together. | SED 4 Social Relationships initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
| H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures. | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |
| H1.PK.3 Share information about their family practices, customs, and culture. | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |
| H2: Nation Building & Development | |
| H2.PK.1 Begin to recognize that problems can occur in groups. | MR 7 Logic & Reasoning Tries out many possible solutions to a problem. |
| H3: Social Responsibility & Change | |
| H3.PK.1 Begin to understand that differences exist between home and school. | SS 3 Geography Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information. |
| G5: The World in Spatial Terms | |
| G5.PK.1 Identify direction and location (e.g., up/down and above/below). | MR 2 Spatial Awareness Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. |
| G6: Places & Regions | |
| G6.PK.1 Identify different areas of the classroom and home. | SS 3 Geography Identifies a variety of familiar places, such as the store, car, home or |

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| | Grandma's. Follows a path. |
| G6.PK.2 Begin to recognize characteristics that make them unique. | SED 1 Self Awareness Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. |
| G6.PK.3 Identify numbers and letters related to his/her address. | SS 3 Geography Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. LLD 5 Concept of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text. |
| G7: Human Systems | |
| G7.PK.1 Begin to understand that people move to other places. | SCI 3 Physical Science Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 1 Investigation & Inquiry 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. |
| G8: Environment & Society | |
| G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog). | SCI 2 Natural & Earth Science Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. |
| Ec9: The Market Economy | |
| Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using). | SCI 1 Investigation & Inquiry 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. MR 7 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving |

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| | a problem. |
| Ec9.PK.2 Demonstrate the role of different jobs in the community. | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |
| Ec10: The US Economy as a Whole | |
| Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services. | SS 2 Civics & Economics Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services. |
| Ec11: The Dynamic Economy | |
| Ec10.PK.1 Decide between two choices involving classroom resources. | SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. SED 1 Self-Awareness When given two to three options, chooses his/her most desired option. |
| C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols) | |
| C13.PK.1 Follow classroom and school rules. | SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. |
| C13.PK.2 Participate in group decision making. | SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. |
| C16: Global Relations | |
| C16.PK.1 Identify their teacher and peers by name | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |

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| | SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. |
| Social/Emotional | |
| 1.0: Self-Confidence | |
| 1.PK.1a Make independent choices from diverse interest centers or activities. | SED 1 Self-Awareness When given two to three options, chooses his/her most desired option. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 1.PK.1b Select materials to use for individual expression. | CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. |
| 1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers. | LLD 2 Communication Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. |
| 1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally. | LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. |
| 1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure. | SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 2.0: Self-Direction | |
| 2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s). | SED 2 Self-Regulation Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. Names some personal |

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| | feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. |
| 2.PK.1b Move through routines and activities with minimal adult/teacher direction. | SED 2 Self-Regulation Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress. |
| 2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands). | PD 4 Personal Care Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. |
| 2.PK.3a Use toys and materials with care. | PD 3 Safety Applies general safety rules to a variety of everyday situations with little prompting. |
| 2.PK.3b Clean up or put away toys and materials when finished. | SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |
| 3.0: Identification and Expression of Feelings | |
| 3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness). | SED 2 Self-Regulation Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. |
| 3.PK.2a Express feelings, needs or wants in appropriate ways. | SED 2 Self-Regulation Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition. |
| 3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad). | SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. |
| 4.0: Interactions with other children and adults | |

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| 4.PK.1a Demonstrate appropriate affection for teachers and friends. | SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. |
| 4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies). | SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
| 4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”). | SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. |
| 4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions). | MR 7 Logic & Reasoning Recognizes a problem and asks for help. Tries out many possible solutions to a problem. |
| 4.PK.1e Be able to say and respond to first and last name. | LLD 1 Listening Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. |
| 4.PK.1f Be able to say parent’s or caregiver’s name. | LLD 2 Communication Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. |
| 5.0: Pro-Social Behaviors | |
| 5.PK.1a Play independently | SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 5.PK.1b Play in pairs and small groups. | SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. |

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| 5.PK.1c Engage in dramatic play. | CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. |
| 5.PK.1d Initiate play, or enter into play with a group of children already playing. | SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
| 5.PK.2a Participate in cooperative groups to complete a task. | SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
| 5.PK.2b Take turns with teacher support. | SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. |
| 5.PK.2c Share some of the time. | SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. |
| 6.0: Attending and Focusing Skills | |
| 6.PK.1a Attend to a task for at least 10 minutes. | SED 3 Attention & Persistence Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings. |
| 6.PK.1b Move on to next activity without exhibiting signs of stress. | SED 2 Self-Regulation Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition. |
| 6.PK.1c Use verbal and non-verbal conversation skills (e.g., | LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are |

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| listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.). | called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. |
| 6.PK.1d Demonstrate ability to delay gratification to complete a larger task. | SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |
| Creative Expression | |
| 1.0: Creative Thinking- Approaches to Learning through Creativity | |
| 1.PK.1 Use a variety of approaches to solving problems. | MR 7 Logic & Reasoning Tries out many possible solutions to a problem. |
| 1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom. | MR 7 Logic & Reasoning Tries out many possible solutions to a problem. PD 3 Safety Seeks opportunities to help others. Tries to solve own social problems. |
| 1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object. | MR 7 Logic & Reasoning Tries out many possible solutions to a problem. PD 1 Gross Motor Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. |
| 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence | |
| 2.PK.1 Select progressively more challenging tasks. | SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. |
| 2.PK.2a Demonstrate ability to delay gratification to complete a larger task. | SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |

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| 2.PK.2b Express satisfaction when accomplishing a task and achieving a goal. | SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |
| 2.PK.3 Demonstrate persistence by trying again when faced with challenges. | SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. |
| 3.0: Creative Thinking- Making Connections | |
| 3.PK.1 Combine objects in a variety of ways. | MR 6 Classification Sort objects by one feature, such as size or color. Groups objects by common characteristics. |
| 3.PK.2 Categorize experiences, people and ideas in a variety of ways. | MR 6 Classification Answers questions about data or objects sorted in up to three categories. |
| 3.PK.3 Create stories and scenarios by combining experiences and ideas. | LLD 6 Reading Comprehension Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. |
| 1.0: Music and Movement - Singing | |
| 1.PK.1 Make a variety of sounds with their voices. | LLD 2 Communication Mimics single sounds. Uses vocalizations and gestures to communicate. CA 1 Music Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| 1.PK.2 Create and sing chants. | CA 1 Music Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| 1.PK.3a Recognize and select a variety of simple songs, finger | CA 1 Music |

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| plays, musical games, and musical activities alone and with others. | Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| 1.PK.3b Select and recognize a variety of songs from diverse cultures. | SS 1 Culture & Community Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. |
| 2.0: Music and Movement - Playing Instruments | |
| 2.PK.1 Play and identify a variety of musical instruments. | CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. |
| 2.PK.2 Participate in a rhythm instrument band. | CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. |
| 2.PK.4 Accompany simple music with rhythm instruments or clapping. | CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. |
| 3.0: Music and Movement - Improvisation | |
| 3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument. | CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| 3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics. | CA 1 Music Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic |

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| | patterns. |
| 6.0: Music and Movement - Listening | |
| 6.PK.1 Identify simple elements of music such as loud/soft and fast/slow. | CA 1 Music Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. |
| 7.0: Music and Movement - Evaluation | |
| 7.PK.2 Demonstrate a preference in music. | CA 1 Music Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. |
| 8.0: Music and Movement - Application to Life | |
| 8.PK.2 Demonstrate math and language skills while participating in music. | CA 1 Music Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. |
| 9.0: Music and Movement - Cultural and Historical Connections | |
| 9.PK.1 Experience music from different cultures. | SS 1 Culture & Community Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. |
| 10.0: Music and Movement - Cross-curricular | |
| 10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between). | CA 2 Dance & Movement Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. MR 2 Spatial Awareness Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. |

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| 10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc. | CA 1 Music Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. |
| 10.PK.1c Respond to changes in tempo. | CA 1 Music Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. |
| 1.0: Dramatic Play | |
| 1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor. | CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 1.PK.2a Make up new roles from experiences and familiar stories. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 1.PK.7 Use dress-up clothes or costumes and other props in dramatic play. | CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object. |

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| 2.0: Dramatic Play | |
| 2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make). | CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. |
| 2.PK.2 Imitate roles observed in child's life experiences. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing. | CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 3.0: Dramatic Play | |
| 3.PK.3 Differentiate between pretend and real. | CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. |
| 4.0: Dramatic Play | |
| 4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people. | CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. |
| 5.0: Dramatic Play | |
| 5.PK.1 Use music, movement, and visual arts in dramatic play. | CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. |
| 5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles). | CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. |

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| 1.0: Visual Arts: Knowledge | |
| 1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model. | CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. |
| 2.0: Visual Arts - Content | |
| 2.PK.4 Identify color, shape, and texture through art experiences. | CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. |
| 3.0: Visual Arts - Content | |
| 3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings). | CA 3 Visual Arts Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques. |
| 3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media. | CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings. |
| 4.0: Visual Arts - Context | |
| 4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event. | CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. |
| 5.0: Visual Arts - Interpretation | |
| 5.PK.1 Recognize their own and others' artwork. | CA 3 Visual Arts Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. |
| 5.PK.2 Demonstrate respect for the artwork of others. | CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings. |

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| 5.PK.3 Describe or respond to their own creative work or the creative work of others. | CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. |
| 6.0: Visual Arts - Cross-Curricular | |
| 6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math. | CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings. |
| 6.PK.2 Use visual arts in dramatic play, music, and movement activities. | CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. |
| Physical Development & Health Education | |
| 1.0: Development of Motor Skills | |
| 1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.). | LLD 1 Listening Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. |
| 2.0: Movement Forms | |
| 2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs. | PD 1 Gross Motor Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. |
| 2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball). | PD 1 Gross Motor 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. |
| 2.PK.3 Balance on one foot for at least five seconds. | PD 1 Gross Motor Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. |
| 3.0: Dance | |


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| 3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward. | CA 2 Dance & Movement Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. |
| 3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between). | CA 2 Dance & Movement Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. |
| 4.0: Health Enhancing Lifestyle | |
| 4.PK.1 Engage in daily moderate to vigorous physical activity. | PD 1 Gross Motor 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. |
| 5.0: Personal Responsibility | |
| 5.PK.1 Participate appropriately during physical activities. | PD 1 Gross Motor 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. SED 3 Attention & Persistence Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. |
| 5.PK.2 Demonstrate turn taking and cooperation during physical activities. | PD 1 Gross Motor 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. SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. |
| 5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability). | SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve |


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| | <p>problems. Explains why someone may be happy or sad.</p> <p>SS 1 Culture & Community Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p> |
| 5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities). | <p>SS 1 Culture & Community With help, participates in family traditions and customs.</p> |
| 6.0: Fine Motor Skills | |
| 6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards). | <p>PD 2 Fine Motor 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.</p> |
| 6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.). | <p>PD 2 Fine Motor 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.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> |
| 6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments. | <p>LLD 7 Writing Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> |
| 1.0: Core Concepts-Health Promotion/Disease Prevention | |
| 1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.). | <p>PD 4 Personal Care Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> |
| 1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.). | <p>LLD 1 Listening Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> |

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| 1.PK.3 Identify healthy foods. | PD 5 Nutrition Identifies food that is nutritious. Helps to prepare food for others. |
| 1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.). | PD 3 Safety Follows simple safety rules. Describes reasons for safety rules and reminds others to follow them. |
| 1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.). | PD 4 Personal Care Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders. |
| 1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors). | SS 1 Culture & Community Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. |
| 1.PK.8 Identify the basic need for air, water, and food. | PD 4 Personal Care Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. SCI 2 Natural & Earth Science Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. |
| 3.0: Self-management | |
| 3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.). | SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. |
| 3.PK.3 Identify potential hazards at home, school, and community.etc.). | PD 3 Safety Responds to possible dangers in environment and avoids them when prompted. |

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| 5.0: Interpersonal Communication | |
| 5.PK.1 Seek adult assistance when injured and/or ill. | PD 4 Personal Care Receives appropriate healthcare from caregivers. Responds when physical needs are not met. |


Developmental Continuum of Skills


| Individual children develop at a unique pace. | | Infant | | Toddler | | Preschool / Pre-K | | Young School-Age | |
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| Skill / Skill Code | | Benchmark 1 | Benchmark 2 | Benchmark 3 | Benchmark 4 | Benchmark 5 | Benchmark 6 | Benchmark 7 | Benchmark 8 |
|  Social & Emotional Development | SED 1 Self-Awareness | Explores self and others by using senses. | Recognizes self in photos or in a mirror. | Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. | When given two to three options, chooses his/her most desired option. | Describes and compares preferences of self and others. | Negotiates to attain personal preference in a situation. | Predicts how self and others might feel in a variety of situations and explains why. | Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. |
| | SED 2 Self-Regulation | Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. | Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. | Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. | Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. | Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. | Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition. | Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations. | Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress. |
| | SED 3 Attention & Persistence | Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. | Participates in daily routines or familiar activities. 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. Asserts a desire to start or end an activity. Asks for help as needed. | Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. | Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity. | Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings. | Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings. | Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group. |
| | SED 4 Social Relationships | Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo. | Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. | Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. | Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. | Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe. | Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly. | Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged. | Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently. |


| Individual children develop at a unique pace. | | | Infant | Toddler | Preschool / Pre-K | | Young School-Age | | | |
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| Skill / Skill Code | | | Benchmark 1 | Benchmark 2 | Benchmark 3 | Benchmark 4 | Benchmark 5 | Benchmark 6 | Benchmark 7 | Benchmark 8 |
|  Physical Development | PD 1 Gross Motor | 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. | Skips confidently, gallops and slides side to side. 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 | Reaches for objects in sight. Uses arms or legs 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 | Expresses distress when needs are not met. | Responds to possible dangers in environment and avoids them when prompted. | Follows simple safety rules. | Seeks opportunities to help others. Tries to solve own social problems. | 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 | Receives appropriate healthcare from caregivers. Responds when physical needs are not met. | Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self. | With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs. | Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. | Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. | Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases. | Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders. | Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others. | |
| | PD 5 Nutrition | Cries when hungry or tired. | Communicates when hungry, thirsty or tired. Feeds self some finger foods. | Anticipates the need to eat, rest and drink. Feeds self soft foods 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 food options. | Identifies food that is nutritious. Helps to prepare food for others. | Describes what happens after consumption of food. | Describes the functions of basic organs. | |

| Skill / Skill Code | Benchmark 1 | Benchmark 2 | Benchmark 3 | Benchmark 4 | Benchmark 5 | Benchmark 6 | Benchmark 7 | Benchmark 8 |
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|  LLD 1 Listening | Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. | Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. | Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally. | Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. | Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. | Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally. | Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally. | Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests. |
| LLD 2 Communication | Mimics single sounds. Uses vocalizations and gestures to communicate. | Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. | Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. | Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. | Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. | Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. | Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings. | Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words. |
| LLD 3 Phonological Awareness | Babbles and vocalizes using sound, volume and inflection. | Imitates sounds and tones. | Shows awareness of separate words in spoken language. | Identifies words that have a similar beginning sound. | Identifies the beginning and ending sounds of words. | Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. | Identifies and isolates individual sounds heard in one-syllable words. | Manipulates, substitutes and deletes sounds in words. |
| LLD 4 Alphabetic Knowledge | Looks for familiar people and objects when given their names. Babbles or repeats sounds. | Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud. | Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. | Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds. | Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print. | Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. | Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends. | Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words. |
| LLD 5 Concepts of Print | 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 | Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page. | Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing. | Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character. | Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. | Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events. | With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence. | Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events. | Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters. |
| LLD 7 Writing | Explores writing materials. | Makes random marks with writing tools. Make handprints or fingerprints. | Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. | Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent. | Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. | Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. | Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. | Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing. |

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|  Mathematics & Reasoning | MR 1 Number Sense | Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight. | Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. | Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. | Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. | Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. | Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$. | Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false. | Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems. |
| | MR 2 Spatial Awareness | Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another. | Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents. | Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object. | Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces. | Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide. | Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes. | Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts. | Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths. |
| | MR 3 Shapes | 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. | Identifies and draws complex shapes. |
| | MR 4 Measurement | 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 5 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 | Recognizes familiar people and objects. Recognizes self as being separate from others. | When shown one object, finds the match. Identifies and names familiar people, characters and animals. | Sort 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 | Reacts to a problem and seeks a desired outcome. | Experiments with cause and effect. | Recognizes a problem and asks for help. | Tries out many possible solutions to a problem. | Uses previous knowledge to determine which solution to try first when solving a problem. | Mentally eliminates possible solutions to a problem by thinking through their potential results. | Explains the sequence of his or her problem-solving strategy. | Solves hypothetical problems by connecting personal experiences to possible solutions. |

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|  Science | SCI 1 Investigation & Inquiry | Looks for a person or toy that has moved out of sight. Reacts to changes. | Asks one- to two-word questions. Uses senses to explore environment. | 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 or 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 | Explores immediate environment using senses. Reacts to weather changes in immediate environment. | Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind. | Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. | Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment. | Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life. | Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates. | Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth. | Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate. |
| | SCI 3 Physical Science | Uses senses to explore objects in 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. | Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment. | 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. |

| Individual children develop at a unique pace. | | Infant | Toddler | Preschool / Pre-K | | Young School-Age | | | |
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|  Social Studies | SS 1 Culture & Community | Recognizes family members and 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. Identifies differences between self and others. | Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self. | Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. | Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups. | Compares diverse cultures and traditions. Understands that some people have different needs or beliefs. | Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently. |
| | SS 2 Civics & Economics | Attends to others in immediate environment. Grasps and releases objects. | Participates in communal activities. Expresses a desire for an object or action. Says me, mine. | Recognizes and attends to authority figures. Recognizes ownership of familiar objects. | Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. | Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. | Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services. | Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services. | Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want. |
| | SS 3 Geography | 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 the store, car, home or Grandma's. 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 | 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. | Uses language of time to describe familiar sequences of events. | Retells historical, fictional or past events or stories. | Compares and contrasts current and historical conditions of familiar environments. | Describes relationships between past events and current conditions. Explains why it is important to understand historical events. |

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