



Alignment of the
**Experience Developmental Continuum of
Skills**

with
**Florida Early Learning and
Developmental Standards
Birth to Kindergarten (2017)**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Florida Early Learning and Developmental Standards Birth to Kindergarten (2017)**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

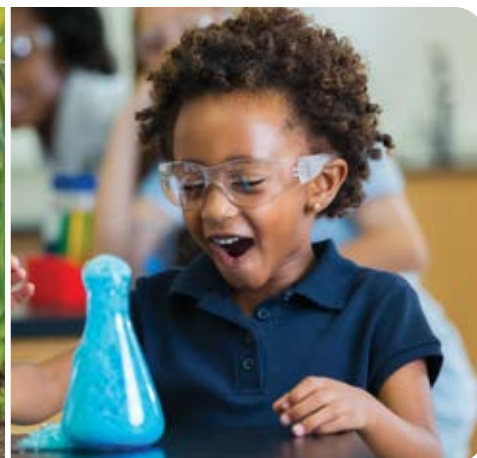
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit www.experiencecurriculum.com 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 Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



I. PHYSICAL DEVELOPMENT	
A. Health and Well-being	
a. Active Physical Play 1. Engages in physical activities with increasing balance, coordination, endurance and intensity	
0–8 Months <ul style="list-style-type: none"> Demonstrates beginning signs of balance, control and coordination 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
8-18 Months <ul style="list-style-type: none"> Uses movement and senses to explore and learn 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18-24 Months <ul style="list-style-type: none"> Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room) 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
2-3 Years <ul style="list-style-type: none"> Engages in active physical play for short periods of time 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
3-4 Years <ul style="list-style-type: none"> Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time) 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

4-K <ul style="list-style-type: none"> Seeks to engage in physical activities or active play routinely with increased intensity and duration 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
a. Safety 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.	
0–8 Months <ul style="list-style-type: none"> Not typically observed 	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
8-18 Months <ul style="list-style-type: none"> Not typically observed 	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
18-24 Months <ul style="list-style-type: none"> Follows adult’s guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult’s hand when crossing street) 	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
2-3 Years <ul style="list-style-type: none"> Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth) 	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
3-4 Years <ul style="list-style-type: none"> Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) 	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.
4-K <ul style="list-style-type: none"> Consistently follows basic safety rules independently across different situations Identifies consequences of not following safety rules 	PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.

b. Personal Care Routines 1. Responds to and initiates care routines that support personal hygiene	
0–8 Months <ul style="list-style-type: none"> Not typically observed 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet.</p>
8-18 Months <ul style="list-style-type: none"> Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child’s face) 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted.</p>
18-24 Months <ul style="list-style-type: none"> Actively participates in simple steps of hygiene routines with adult 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts.</p>
2-3 Years <ul style="list-style-type: none"> Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> Carries out familiar hygiene routines with occasional reminders of how to do them 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p>4-K</p> <ul style="list-style-type: none"> Initiates and completes familiar hygiene routines independently 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
<p>c. Feeding and Nutrition</p> <p>1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed) 	<p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Feeds self some finger food items (feeds self small pieces of food from tray) Shows interest in new foods that are offered Shows preference for food choices Explores food with fingers 	<p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>

18-24 Months <ul style="list-style-type: none"> Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help Shows willingness to try new foods when offered on multiple occasions Sometimes makes choices about which foods to eat when offered several choices Distinguishes between food and non-food items 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
2-3 Years <ul style="list-style-type: none"> Feeds self a wide variety of foods using developmentally appropriate basic utensils Expresses preferences about foods, specifically likes or dislikes Communicates to adults when hungry, thirsty or has had enough to eat 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
3-4 Years <ul style="list-style-type: none"> Serves self or others by scooping or pouring from containers Begins to recognize nutritious food choices and healthy eating habits 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
4-K <ul style="list-style-type: none"> Assists adults in preparing simple foods to serve to self or others Recognizes nutritious food choices and healthy eating habits 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
B. Motor Development	
a. Gross Motor Development <ol style="list-style-type: none"> Demonstrates use of large muscles for movement, position, strength and coordination Demonstrates use of large muscles to move in the environment 	
0-8 Months <ul style="list-style-type: none"> Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects) Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects) 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

<p>8-18 Months</p> <ul style="list-style-type: none"> • Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces • Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up) 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping • Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping • Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Begins to balance, such as on one leg or a beam, for short periods • Begins to perform some skills, such as jumping for height and hopping • Engages in physical activity that requires strength and stamina for brief periods • Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another • Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running • Engages in more complex movements (e.g., riding a tricycle with 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

<p>ease)</p> <ul style="list-style-type: none"> Engages in physical activities of increasing levels of intensity for sustained periods of time Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course) 	
<p>b. Gross Motor Perception (Sensorimotor)</p> <p>1. Uses perceptual information to guide motions and interactions with objects and other people.</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> Exhibits body awareness and starts to move intentionally 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to act and move with intention and purpose Begins to discover how the body fits and moves through space 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Acts and moves with intention and purpose Begins to demonstrate awareness of own body in space Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball) 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Develops independence through coordinated and purposeful movements and activities Demonstrates awareness of own body in space Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball) 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Begins to act and move with purpose and recognizes differences in direction, distance and location Demonstrates awareness of own body in relation to others 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and</p>

	underhand. Catches or kicks moving objects.
4-K <ul style="list-style-type: none"> Acts and moves with purpose and independently recognizes differences in direction, distance and location Demonstrates spatial awareness through play activities 	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
c. Fine Motor Development 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks	
0–8 Months <ul style="list-style-type: none"> Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy) Displays beginning signs of strength, control and eye-hand coordination 	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
8-18 Months <ul style="list-style-type: none"> Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy) Coordinates the use of arms, hands, fingers to accomplish tasks 	PD 2 Fine Motor: Builds strength and coordination of small movements 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.
18-24 Months <ul style="list-style-type: none"> Gains control of hands and fingers Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper) 	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
2-3 Years <ul style="list-style-type: none"> Coordinates the use of hands and fingers Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper) 	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
3-4 Years <ul style="list-style-type: none"> Uses various drawing and art tools with developing coordination 	PD 2 Fine Motor: Builds strength and coordination of small movements

<ul style="list-style-type: none"> • Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) • Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) 	PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
4-K <ul style="list-style-type: none"> • Shows hand control using various drawing and art tools with increasing coordination • Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together) • Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting • Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs) 	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.

II. APPROACHES TO LEARNING	
A. Eagerness and Curiosity	
0–8 Months <ul style="list-style-type: none"> • Shows awareness of and interest in the environment 	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
8-18 Months <ul style="list-style-type: none"> • Begins to show eagerness and curiosity as a learner 	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
18-24 Months <ul style="list-style-type: none"> • Shows eagerness and curiosity as a learner 	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with

	<p>adult reminders.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Shows increased eagerness and curiosity as a learner 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Shows curiosity and is eager to learn new things and have new experiences 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>
<p>4-K</p> <ul style="list-style-type: none"> Shows increased curiosity and is eager to learn new things and have new experiences 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p>

B. Persistence	
0–8 Months <ul style="list-style-type: none"> Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes. 	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
8-18 Months <ul style="list-style-type: none"> Pays attention briefly and persists in repetitive tasks 	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
18-24 Months <ul style="list-style-type: none"> Pays attention for longer periods of time and persists at preferred activities 	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
2-3 Years <ul style="list-style-type: none"> Spends more time engaging in child initiated activities and seeks and accepts help when encountering a problem 	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
3-4 Years <ul style="list-style-type: none"> Sustains attention for brief periods and finds help when needed 	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
4-K <ul style="list-style-type: none"> Attends to tasks for a brief period of time 	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
C. Creativity and Inventiveness	
0–8 Months <ul style="list-style-type: none"> Notices and shows interest in and excitement about familiar objects, people and events. 	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

<p>8-18 Months</p> <ul style="list-style-type: none"> Approaches and explores new experiences in familiar settings 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Explores the various new properties and uses for familiar objects and experiences 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Explores the environment with purpose and flexibility 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Approaches daily activities with creativity 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p>

	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
4-K <ul style="list-style-type: none"> Approaches daily activities with creativity and inventiveness 	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
D. Planning and Reflection	
0–8 Months <ul style="list-style-type: none"> Not typically observed 	N/A
8-18 Months <ul style="list-style-type: none"> Not typically observed 	N/A
18-24 Months <ul style="list-style-type: none"> Not typically observed 	N/A
2-3 Years <ul style="list-style-type: none"> Not typically observed 	N/A
3-4 Years <ul style="list-style-type: none"> Shows initial signs of planning and learning from their experiences 	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another

	<p>person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>4-K</p> <ul style="list-style-type: none"> Demonstrates some planning and learning from experiences 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. Emotional Functioning	
1. Expresses, identifies and responds to a range of emotions	
<p>0–8 Months</p> <ul style="list-style-type: none"> Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p>

	<p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to physically respond to the feelings of others 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Labels simple emotions in self and others (e.g., happy, sad) 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused) 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>
<p>4-K</p> <ul style="list-style-type: none"> Recognizes the emotions of peers and responds with empathy and compassion 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 1d.5 Recognizes that feelings can change.</p>

	<p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression	
<p>0–8 Months</p> <ul style="list-style-type: none"> Shows recognition of familiar adults and imitates their facial expressions 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to put words to emotions in interactions with others 	<p>SED 1d Self-Awareness: Identifies emotions</p> <p>SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> Continues to expand the use of emotion words using them in appropriate settings 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Verbalizes own feelings and those of others 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>
<p>4-K</p> <ul style="list-style-type: none"> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p>B. Managing Emotions</p>	
<p>1. Demonstrates ability to self-regulate</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> Uses preferred adult to help soothe 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p> <p>SED 2b Self-Regulation: Follows routines and transitions</p>

	SED 2b.1 Reacts to changes in tone of voice or expression.
8-18 Months <ul style="list-style-type: none"> Soothes with preferred adult during distress to help calm self 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support.</p>
18-24 Months <ul style="list-style-type: none"> Looks to adults to soothe and may use a transitional object during times of distress 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
2-3 Years <ul style="list-style-type: none"> Takes cues from preferred adult and others to expand their strategies and tools to self regulate 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
3-4 Years <ul style="list-style-type: none"> Begins to verbalize their emotions 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a</p>

	<p>new activity with support.</p> <p>SED 2b.4 Anticipates what comes next within a daily routine.</p> <p>Recognizes when the typical routine is not followed and identifies the change.</p>
<p>4-K</p> <ul style="list-style-type: none"> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support 	<p>SED 2a Self-Regulation: Manages feelings and behavior</p> <p>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p>SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p>SED 2b Self-Regulation: Follows routines and transitions</p> <p>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
2. Attends to sights, sounds, objects, people and activities	
<p>0–8 Months</p> <ul style="list-style-type: none"> Attends to sights, sounds and people for brief and increasing periods of time 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.1 Focuses for a short time on a person, sound or things.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Exhibits joint attention 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Maintains focus for longer periods of time and persists at preferred activities 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Spends more time in child initiated activities 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Begins to sustain attention for brief period of time in group activities 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p>

	ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
4-K <ul style="list-style-type: none"> Increases attention to preferred activities and begins to attend to non-preferred activities 	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
C. Building and Maintaining Relationships with adults and peers	
1. Develops positive relationships with adults	
0–8 Months <ul style="list-style-type: none"> Experiences and develops secure relationship with a primary caregiver 	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
8-18 Months <ul style="list-style-type: none"> Develops secure and responsive relationships with consistent adults 	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
18-24 Months <ul style="list-style-type: none"> Enjoys games and other social exchanges with familiar adults 	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
2-3 Years <ul style="list-style-type: none"> Enjoys sharing new experiences with familiar adults 	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
3-4 Years <ul style="list-style-type: none"> Develops positive relationships and interacts comfortably with familiar adults 	SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.

<p>4-K</p> <ul style="list-style-type: none"> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p>
2. Develops positive relationships with peers	
<p>0–8 Months</p> <ul style="list-style-type: none"> Notices peers by looking, touching or making sounds directed toward the child 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Shows interest in peers who are playing nearby and interacts with them briefly 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Plays alongside peers and engages in simple turn taking 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Seeks out other children and plays alongside and on occasion with other children 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Builds social relationships and becomes more connected to other children Demonstrates strategies for entry into social play with peers Develops an initial understanding of bullying 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p>
<p>4-K</p> <ul style="list-style-type: none"> Plays with peers in a coordinated manner including assigning roles, materials and actions Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn taking Responds appropriately to bullying behavior 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p>
3. Develops increasing ability to engage in social problem solving	

<p>0–8 Months</p> <ul style="list-style-type: none"> Signals when there is a problem to seek adult attention and support 	<p>SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Demonstrates emotional expressions to signal for adult assistance 	<p>SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> May imitate others in resolving problems using simple actions 	<p>SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Identifies the problem and requests adult support to address the problem for their desired solution 	<p>SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> • Able to suggest a potential solution to social problems and with adult support is able to follow through 	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution 	<p>SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.</p>
4. Exhibits empathy by demonstrating care and concern for others	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Cries when hearing other children cry 	<p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad) 	<p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Notices the emotions of others and engages in an intentional action in response 	<p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates</p>

	concern for others.
2-3 Years <ul style="list-style-type: none"> Recognizes that others have feelings different than their own and often responds with comforting actions 	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
3-4 Years <ul style="list-style-type: none"> Responds to the emotions of others with comforting words or actions 	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.
4-K <ul style="list-style-type: none"> Able to take the perspective of others and actively respond in a manner that is consistent and supportive 	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
D. Sense of Identity and Belonging	
1. Develops sense of identity and belonging through play	
0–8 Months <ul style="list-style-type: none"> Eagerly bids for attention of adults 	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
8-18 Months <ul style="list-style-type: none"> Expectantly bids for attention from adults and other children 	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror.

	<p>Recognizes self as being separate from others.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
18-24 Months <ul style="list-style-type: none"> Seeks out preferred companions and eagerly engages in parallel play with others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p>
2-3 Years <ul style="list-style-type: none"> Continues to engage in parallel play but also begins to play with other preferred playmates 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child</p>

	<p>involvement.</p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Continues to play with preferred playmates 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>4-K</p> <ul style="list-style-type: none"> Engages in associative play and begins to play cooperatively with friends 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
2. Develops sense of identity and belonging through exploration and persistence	
<p>0–8 Months</p> <ul style="list-style-type: none"> Shows interest and inclination to explore without adult direction 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward</p>

	<p>person talking. Explores hands and feet.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Explores for extended periods and delights in discoveries 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Capable of sustained independent play at activities the child enjoys 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> Continues sustained independent play while participating in more complex activities 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Continues sustained independent play and participates in more planned group activities 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>
<p>4-K</p> <ul style="list-style-type: none"> Persists at individual planned experiences, caregiver directed experiences and planned group activities 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p>

	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
3. Develops sense of identity and belonging through routines, rituals and interactions	
0–8 Months <ul style="list-style-type: none"> Begins to respond positively to familiar routines and rituals initiated by familiar adult 	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions.
8-18 Months <ul style="list-style-type: none"> Responds positively to and expects patterned routines, rituals and interactions initiated by an adult 	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.
18-24 Months <ul style="list-style-type: none"> Begins to initiate and participate in some familiar routines and rituals 	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.

	<p>SED 1a.3 Name self and name basic body parts.</p> <p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Initiates and participates in the rituals and routines of the day 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Begins to show a willingness to be flexible if routines must change in minor ways 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p>

	<p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>4-K</p> <ul style="list-style-type: none"> Demonstrates willingness to be flexible if routines must change 	<p>SED 1a Self-Awareness: Knows self and expresses confidence</p> <p>SED 1a.4 Identifies characteristics of self.</p> <p>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SS 1a Culture & Community: Identifies community and family roles.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p>
4. Develops sense of self-awareness and independence	
<p>0–8 Months</p> <ul style="list-style-type: none"> Signals preferences related to objects and people (e.g., preferring one pacifier over another) Begins to recognize own abilities and preferences 	<p>SED 1c Self-Awareness: Completes tasks independently</p> <p>SED 1c.1 Reaches for a familiar object or toy.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation Recognizes own abilities and preferences Responds to name when called 	<p>SED 1c Self-Awareness: Completes tasks independently</p> <p>SED 1c.1 Reaches for a familiar object or toy.</p> <p>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>

18-24 Months <ul style="list-style-type: none"> Initiates independent problem solving efforts but appropriately asks for support from adults when needed Begins to verbally or nonverbally communicate own preferences Begins to recognize obvious physical similarities and differences between self and others 	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
2-3 Years <ul style="list-style-type: none"> Verbally or nonverbally communicates more clearly on needs and wants Communicates verbally or nonverbally own preferences Identifies differences and similarities between self and others; uses pronouns such as I, me, mine 	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
3-4 Years <ul style="list-style-type: none"> Increasingly uses words to communicate needs and wants Begins to recognize preferences of others Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) Begins to identify self as part of a group (e.g., class or family) 	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
4-K <ul style="list-style-type: none"> Uses words to communicate personal characteristics, preferences, thoughts and feelings Recognizes preferences of others Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) Identifies self as a unique member of a group (e.g., class, school, family or larger community) 	SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.

IV. LANGUAGE AND LITERACY DOMAIN	
A. Listening and Understanding	
1. Demonstrates understanding when listening	
0–8 Months <ul style="list-style-type: none"> Begins to engage in multiple back and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences 	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.

<ul style="list-style-type: none"> • Responds to gestures of adults • Responds to gestures that indicate understanding of what is being communicated 	
8-18 Months <ul style="list-style-type: none"> • Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games) • Uses gestures to direct adult attention • Responds to adult's request using gestures or simple words showing an understanding of what is being said 	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.
18-24 Months <ul style="list-style-type: none"> • Engages in multiple back-and forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information • Responds appropriately to simple requests • Uses nonverbal gestures to respond to adult's language and oral reading 	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
2-3 Years <ul style="list-style-type: none"> • Engages in multiple back-and forth communicative interactions with adults and peers during creative play and in purposeful and novel situations • Listens to and attends to spoken language and read aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures 	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
3-4 Years <ul style="list-style-type: none"> • Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal • Shows understanding by answering factual questions and responding appropriately to what is said 	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.
4-K <ul style="list-style-type: none"> • Engages in multiple back-and forth communicative interactions with adults (e. g., teacher-shared information, read aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others • Shows understanding by asking and answering factual, 	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests.

<p>predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said</p>	
2. Increases knowledge through listening	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Reacts to environmental sounds and verbal communication • Turns head toward familiar sounds • Responds to repeated words and phrases 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.</p> <p>LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Responds to vocalizations during daily routines • Responds by turning and smiling when name is spoken • Begins to respond to adult questions 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.</p> <p>LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Responds verbally and nonverbally to spoken language • Begins to participate in simple conversations • Responds to language during conversations, songs, stories or other experiences 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Responds to an adult’s simple questions about what is being learned • Participates in simple conversations • Identifies specific sounds, such as animal sounds and environmental sounds 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p>

3-4 Years <ul style="list-style-type: none"> Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection Observes simple aspects of child's world and responds and reacts 	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
4-K <ul style="list-style-type: none"> Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play 	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
3. Follows directions	
0–8 Months <ul style="list-style-type: none"> Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact) 	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.
8-18 Months <ul style="list-style-type: none"> Focuses attention on speaker when asked to do something 	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.
18-24 Months <ul style="list-style-type: none"> Follows simple one-step directions with scaffolding 	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.
2-3 Years <ul style="list-style-type: none"> Follows multi-step directions with reminders 	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.
3-4 Years <ul style="list-style-type: none"> Achieves mastery of one-step directions and usually follows two-step directions 	LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
4-K <ul style="list-style-type: none"> Achieves mastery of two-step directions and usually follows 	LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally.

three-step directions	LLD 1b.5 With prompting, follows multi-step directions given verbally.
B. Speaking	
1. Speaks and is understood when speaking	
0–8 Months <ul style="list-style-type: none"> Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p>
8–18 Months <ul style="list-style-type: none"> Increases vocalizations 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p>
18–24 Months <ul style="list-style-type: none"> Speaks using new words and phrases and is understood by familiar adult 50 percent of the time 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p>

	LLD 2c.3 Communicates using two- to four-word sentences.
2-3 Years <ul style="list-style-type: none"> Speaks and is understood by familiar peer or adult most of the time 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.</p>
3-4 Years <ul style="list-style-type: none"> Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p>
4-K <ul style="list-style-type: none"> Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2b Communication: Uses conversational skills</p>

	<p>LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p>
C. Vocabulary	
1. Shows an understanding of words and their meanings (receptive)	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Begins to look at familiar people, objects or animals when they are named • Begins orienting to own name and enjoys playful word games like peek-a-boo 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Looks intently at or points at person or object that has been named with the goal of establishing joint attention • Responds to specific words and gestures and understands words for common items (typically understands up to 50 words) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Points to pictures in book when named and/or points to body parts when asked • Responds to requests (typically understands approximately 300 words) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Responds appropriately to almost all adult speech including requests involving multiple steps • Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Begins to demonstrate understanding of age- appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks</p>

<p>world knowledge, names of body parts and feelings)</p> <ul style="list-style-type: none"> • Begins to understand the use of words in different context (including plurals and past tense in speech) 	<p>additional words for new ways to describe.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Demonstrates understanding of age- appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) • Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments • Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>2. Uses increased vocabulary to describe objects, actions and events (expressive)</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds • Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words) • Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Uses a number of different words and begins using two or more words together • Has a vocabulary of between 50 and 200 words although pronunciation is not always clear 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words) Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>4-K</p> <ul style="list-style-type: none"> Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words) Uses a variety of word-meaning relationships (e.g., part- whole, object-function, object-location) Identifies unfamiliar words asking for clarification Uses words in multiple contexts, with the understanding that some words have multiple meanings 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
D. Sentences and Structure	
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	
<p>0–8 Months</p> <ul style="list-style-type: none"> Begins to play with speech sounds 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Produces utterances of one, occasionally two, units of meaning in length Produces words of which approximately half are nouns 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Produces utterances of two units of meaning in length 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p>

<ul style="list-style-type: none"> Produces words of which approximately one-third are nouns with verbs becoming increasingly common 	LLD 2c.3 Communicates using two- to four-word sentences.
<p>2-3 Years</p> <ul style="list-style-type: none"> Produces utterances of three to four units of meaning in length Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”) 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Produces utterances of four to five units of meaning in length Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”) 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p>
<p>4-K</p> <ul style="list-style-type: none"> Typically uses complete sentences of five or more words, usually with subject, verb and object order Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p>
2. Connects words, phrases and sentences to build ideas	
<p>0–8 Months</p> <ul style="list-style-type: none"> 	<p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Produces utterances of one to two words that communicate labeling of objects and sometimes actions 	<p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p>

18-24 Months <ul style="list-style-type: none"> Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g., “soup hot”) Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”) 	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.
2-3 Years <ul style="list-style-type: none"> Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”) Asks basic questions (e.g., “Mommy gone?”) 	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.
3-4 Years <ul style="list-style-type: none"> Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”) Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”) Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) 	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
4-K <ul style="list-style-type: none"> Uses sentences with more than one phrase Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships) Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning 	LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
E. Conversation	
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems	

<p>0–8 Months</p> <ul style="list-style-type: none"> Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate</p>

	<p>information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> Engages in conversations with two to three back-and forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p>
2. Asks questions, and responds to adults and peers in a variety of settings	
<p>0–8 Months</p> <ul style="list-style-type: none"> Responds to changes in tone of voice 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Asks and responds to simple questions using gestures, signs, vocalizations and single words 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and forth exchanges with others 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p>

	<p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and forth exchanges 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Asks and responds to increasingly longer and more complex sentences and simple questions 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p>
<p>3. Demonstrates understanding of the social conventions of communication and language use</p>	

<p>0–8 Months</p> <ul style="list-style-type: none"> • Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues • Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues • Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Begins to demonstrate awareness of nonverbal conversational rules • Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Begins to demonstrate awareness of nonverbal conversational rules • Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Demonstrates awareness of nonverbal conversational rules • Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate</p>

<ul style="list-style-type: none"> • Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) 	<p>information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Demonstrates increased awareness of nonverbal conversational rules • Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) • Matches language to social and academic contexts (e.g., uses volume appropriate to context) 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p>
F. Emergent Reading	
1. Shows motivation for and appreciation of reading	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Shows enjoyment of the sounds and rhythms of language 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Begins to show interest in print and books • Begins to learn that pictures represent real objects, events and ideas (stories) 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>

	<p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Shows growing interest in print and books Learns that pictures represent real objects, events and ideas (stories) 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Shows increased interest in print and books Demonstrates that pictures represent real objects, events and ideas (stories) Pretends to read print or books 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> • Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others • Begins to make real-world connections between stories and real-life experiences • Interacts appropriately with books; pretends to read, holds book appropriately or picture reads • Asks to be read to or asks the meaning of written text • Participates in conversations that demonstrate appreciation of printed materials 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Selects books for reading enjoyment and reading related activities including pretending to read to self or others • Makes real-world connections between stories and real-life experiences • Interacts appropriately with books and other materials in a print-rich environment • Asks to be read to, asks the meaning of written text or compares books/stories • Initiates and participates in conversations that 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>2. Shows age-appropriate phonological awareness</p>	
<p>0-8 Months</p> <ul style="list-style-type: none"> • Not typically observed 	<p>N/A</p>

8-18 Months <ul style="list-style-type: none"> Not typically observed 	N/A
18-24 Months <ul style="list-style-type: none"> Not typically observed 	N/A
2-3 Years <ul style="list-style-type: none"> Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds) 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.</p>
3-4 Years <ul style="list-style-type: none"> Listens and matches rhythm, volume and pitch of rhymes, songs and chants 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>
4-K <ul style="list-style-type: none"> Distinguishes individual words within spoken phrases or sentences Combines words to make a compound word (e.g., “foot” + “ball” = “football”) Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”) Combines syllables into words (e.g., “sis” + “ter” = “sister”) 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p>

<ul style="list-style-type: none"> Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”) Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat) 	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
3. Shows alphabetic and print knowledge	
0–8 Months <ul style="list-style-type: none"> Not typically observed 	N/A
8–18 Months <ul style="list-style-type: none"> Not typically observed 	N/A
18–24 Months <ul style="list-style-type: none"> Not typically observed 	N/A
2–3 Years <ul style="list-style-type: none"> Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels) 	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
3–4 Years <ul style="list-style-type: none"> Recognizes that print conveys meaning Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
4–K <ul style="list-style-type: none"> Recognizes that print conveys meaning Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given) 	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.

4. Demonstrates comprehension of books read aloud	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Responds to adult reading a book 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>
<p>8–18 Months</p> <ul style="list-style-type: none"> • Interacts with an adult reading a book 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
<p>18–24 Months</p> <ul style="list-style-type: none"> • Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>

	<p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Retells or reenacts parts of a story after it is read aloud 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>

<p>4-K</p> <ul style="list-style-type: none"> • Retells or reenacts story with increasing accuracy and complexity after it is read aloud • Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”) 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>
G. Emergent Writing	
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Not typically observed 	N/A
<p>8-18 Months</p> <ul style="list-style-type: none"> • Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk) 	<p>LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream) 	<p>LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults.</p>

	LLD 7b.3 Scibbles and draws marks as a representation of an object or person.
2-3 Years <ul style="list-style-type: none"> Begins to use scribbles, marks and drawings to represent thoughts and ideas 	<p>LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p>
3-4 Years <ul style="list-style-type: none"> Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
4-K <ul style="list-style-type: none"> Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes) Uses letter-like shapes or letters to write words or parts of words Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well- formed letters 	<p>LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>

V. MATHEMATICAL THINKING DOMAIN	
A. Number Sense	
0–8 Months	M 1a Number Sense: Verbally counts numbers

<ul style="list-style-type: none"> • Attends to objects in play, such as reaching or looking for more than one object • Observes songs and finger plays that involve numbers and quantity 	<p>M 1a.1 Listens to counting songs and chants.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees number in everyday context.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Attends to quantities when interacting with objects • Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for “more” or “saying all gone” 	<p>M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Uses number words or sign language to identify small amounts referring to quantity • Begins to count groups of one and two objects in daily routine 	<p>M 1a Number Sense: Verbally counts numbers M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order. M 1a.3 Verbally counts to five.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1] M 1c.3 Points to one object at a time while counting up to five.</p>
<p>2-3 Years</p>	<p>M 1a Number Sense: Verbally counts numbers</p>

<ul style="list-style-type: none"> • Subitizes (immediately recognizes without counting) up to two objects • Begins to count groups of one to five objects in daily routine 	<p>M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p> <p>M 1a.3 Verbally counts to five.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> <p>M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p>M 1b.3 Identifies numerals up to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p>M 1c.3 Points to one object at a time while counting up to five.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Subitizes (immediately recognizes without counting) the number of objects in a set of four objects • Counts and identifies the number sequence “1 to 10” • Begins to demonstrate one-to-one correspondence up to 10 during daily routines • Identifies the last number spoken tells “how many” up to five (cardinality) • Counts sets constructed by the teacher to five and beyond • Constructs and counts sets of one to five and beyond 	<p>M 1a Number Sense: Verbally counts numbers</p> <p>M 1a.3 Verbally counts to five.</p> <p>M 1a.4 Verbally counts to ten.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> <p>M 1b.3 Identifies numerals up to five.</p> <p>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</p> <p>M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Subitizes (immediately recognizes without counting) up to five objects • Counts and identifies the number sequence “1 to 31” • Demonstrates one-to one correspondence when counting objects placed in a row (one to 15 and beyond) • Identifies the last number spoken tells “how many” up to 10 (cardinality) • Constructs and counts sets of objects (one to 10 and beyond) • Uses counting and matching strategies to find which is more, less than or equal to 10 	<p>M 1a Number Sense: Verbally counts numbers</p> <p>M 1a.4 Verbally counts to ten.</p> <p>M 1a.5 Verbally counts to twenty.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> <p>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p>M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and</p>

<ul style="list-style-type: none"> Reads and writes some numerals one to 10 using appropriate activities 	<p>decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p>
B. Number and Operations	
0–8 Months <ul style="list-style-type: none"> Explores objects in hands 	<p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.</p>
8–18 Months <ul style="list-style-type: none"> Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing) 	<p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted.</p>
18–24 Months <ul style="list-style-type: none"> Demonstrates an understanding that “adding to” increases the number of objects in the group 	<p>M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p>
2–3 Years <ul style="list-style-type: none"> Changes size of a set of objects (up to three) by adding and subtracting with adult assistance 	<p>M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems Changes size of a set of up to five objects by combining and taking away 	<p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p>
<p>4-K</p> <ul style="list-style-type: none"> Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out 	<p>M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p>
C. Patterns	
<p>0–8 Months</p> <ul style="list-style-type: none"> Explores objects with different characteristics 	<p>M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Matches objects that have a singular attribute (e.g., color, shape, size) Explores two objects by making direct comparisons 	<p>M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to recognize patterns in the environment (e.g., clap two times) Begins to order three to five objects using one attribute through 	<p>M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.</p>

trial and error	
2-3 Years <ul style="list-style-type: none"> Recognizes patterns in the environment Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap) 	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.
3-4 Years <ul style="list-style-type: none"> Notices a pattern with a missing object and completes the pattern by filling in the missing object Begins to duplicate a pattern from a model 	M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.
4-K <ul style="list-style-type: none"> Identifies and extends a simple AB repeating pattern Duplicates a simple AB pattern using different objects Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC) 	M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
D. Geometry	
0–8 Months <ul style="list-style-type: none"> Begins to notice shapes in the environment 	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes.
8-18 Months <ul style="list-style-type: none"> Notices shapes in the environment 	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes.
18-24 Months <ul style="list-style-type: none"> Begins to match basic shapes Begins to sort familiar objects into two groups based on size 	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes.
2-3 Years <ul style="list-style-type: none"> Matches basic shapes (circle, square) nonverbally 	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes.
3-4 Years <ul style="list-style-type: none"> Recognizes and names typical shapes (circle, square, triangle) Matches a wider variety of shapes and orientations Explores three dimensional shapes in the environment through play 	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.

<p>4-K</p> <ul style="list-style-type: none"> Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices) Creates two dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle) Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area) 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
E. Spatial Relations	
<p>0–8 Months</p> <ul style="list-style-type: none"> Explores the properties of objects and watches how they move Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys) 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under) Explores objects with different shapes 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games Begins to manipulate objects by flipping, sliding and rotating to make them fit 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.</p>

<p>2-3 Years</p> <ul style="list-style-type: none"> • Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games • Manipulates objects by flipping, sliding and rotating to make them fit 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Demonstrates an understanding of basic spatial directions through songs, finger plays and games • Demonstrates directionality, order and position of objects by following simple directions 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under) • Uses directions to move through space and find places in space 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.</p>
<p>F. Measurement and Data</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Explores objects in various ways 	<p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p>

	<p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects.</p> <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Explores and shows awareness of the size and weight of object with adult assistance 	<p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.</p> <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Uses appropriate size words or gestures (small, big) to describe objects accurately 	<p>M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects.</p> <p>M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. [2]</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Uses increasingly complex size words to accurately describe objects Compares sets of objects by one attribute (e.g., sort by size) 	<p>M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects.</p>

	<p>M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. [2]</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Uses size words to label objects • Explores two objects by making direct comparisons in length, weight and size using a single attribute • Measures object attributes using a variety of standard and nonstandard tools with adult guidance • Participates in group sorting and data collection 	<p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
<p>4-K</p> <ul style="list-style-type: none"> • Measures object attributes using a variety of standard and nonstandard tools • Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects • Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks) • Represents, analyzes and discusses data (e.g. charts, graphs and tallies) • Begins to predict the results of data collection 	<p>M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4b Measurement: Compares and orders M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using</p>

	<p>words like first to tenth.</p> <p>M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature. [3] M 6.5 Sorts objects by more than one feature and explains why.</p>
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VI. SCIENTIFIC INQUIRY DOMAIN	
A. Scientific Inquiry Through Exploration and Discovery	
1. Uses senses to explore and understand their social and physical environment	
0–8 Months <ul style="list-style-type: none"> Responds to information received through the senses Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p>
8-18 Months <ul style="list-style-type: none"> Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
18-24 Months <ul style="list-style-type: none"> Begins to identify some sense organs Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p>

	<p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) Begins to use senses to observe and experience the environment Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Begins to identify each of the five senses and how they relate to the sense organs Uses senses to observe and experience objects and environment 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>4-K</p> <ul style="list-style-type: none"> Identifies each of the five senses and their relationship to each of the sense organs Begins to identify and make observations about what can be learned about the world using each of the five senses Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a</p>

	scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
2. Uses tools in scientific inquiry	
0–8 Months <ul style="list-style-type: none"> Responds to people and objects in simple ways 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.
8-18 Months <ul style="list-style-type: none"> Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone) 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
18-24 Months <ul style="list-style-type: none"> Recognizes and uses simple tools as props through play (e.g., spoons or brushes) 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.
2-3 Years <ul style="list-style-type: none"> Begins to use simple tools to explore and observe (e.g., magnifiers, spoons) 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.
3-4 Years <ul style="list-style-type: none"> Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.
4-K <ul style="list-style-type: none"> Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) 	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
3. Uses understanding of causal relationships to act on social and physical environments	
0–8 Months <ul style="list-style-type: none"> Begins to explore/notice cause and effect (e.g., crying to get needs met) 	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

<p>8-18 Months</p> <ul style="list-style-type: none"> Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water) 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to combine simple actions to cause things to happen or change how they interact with objects and people 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Combines simple actions to cause things to happen or change how they interact with objects and people Recognizes and begins to respond to results of own actions 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Makes simple predictions and reflects on what caused something to happen 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks</p>

<ul style="list-style-type: none"> Participates in and discusses simple experiments Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) 	<p>more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>4-K</p> <ul style="list-style-type: none"> Makes predictions and tests their predictions through experimentation and investigation Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs) Begins to form conclusions and construct explanations (e.g., What do the results mean?) Shares findings and outcomes of experiments 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
B. Life Science	
1. Demonstrates knowledge related to living things and their environments	
<p>0–8 Months</p> <ul style="list-style-type: none"> Shows curiosity about own body structure (e.g., two legs, fingers for grasping) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Explores, interacts with and identifies some plants and animals 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p>

	<p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Explores, interacts with and identifies a growing number and variety of plants and animals • Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) • Begins to notice the similarities and differences among various living things • Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) • Explores the differences between living and non-living things • Explores the needs of living things (e.g., plants need water to grow and kids need food to grow) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow) • Notices the similarities and differences among various living things • Understands that all living things grow, change and go through life cycles • Begins to distinguish between living and non-living things • Observes that living things differ with regard to their needs and habitats 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
C. Physical Science	

<p>0–8 Months</p> <ul style="list-style-type: none"> • Displays interest in movement of objects • Recognizes when a moving object has stopped (e.g., mobile) • Uses senses to gain knowledge about objects • Displays interest in various types of materials (e.g., water, soft fabric, textured carpet) 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Demonstrates ability to move objects • Begins to observe that objects move at different speeds (e.g., wind-up toys, swings) • Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling) • Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub) 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Demonstrates ability to push and pull objects • Observes objects that move at different speeds (e.g., wind-up toys, swings) • Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking) • Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting) 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist) • Uses basic words for speed of motion (e.g., fast and slow) • Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight) • Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy) 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Explores and investigates objects that require positioning and 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a</p>

<p>movement through play (e.g., gears, marble chutes, screws in a toy workbench)</p> <ul style="list-style-type: none"> • Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) • Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce) • Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) 	<p>toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials</p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Discusses what makes objects move the way they do and how the movement can be controlled • Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens • Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice) • Investigates and describes changing states of matter — liquid, solid and gas • Explores the relationship of objects to light (e.g., light and shadows) 	<p>SCI 3a Physical Science: Explores forces and motion</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p> <p>SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p>
D. Earth and Space Science	
1. Demonstrates knowledge related to the dynamic properties of earth and sky	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Touches water (e.g., plastic cups, sponge and wet washcloth) • Touches sand, soil and mud • Begins to exhibit curiosity about objects in the sky and environment • Responds to changes in temperature and weather (e.g., cries when too warm or too cold) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment</p> <p>SCI 2b.1 Reacts to weather changes in immediate environment.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Explores water (e.g., plastic cups or containers in the bathtub) • Explores sand, soil and mud • Begins to observe the sun, clouds and transition from day to 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in</p>

<ul style="list-style-type: none"> night Begins to identify day and night 	<p>the immediate environment.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Engages in structured play with water Engages in structured play with sand, soil and mud activities Identifies the objects in the sky (e.g., clouds, sun, moon and stars) Uses basic vocabulary to describe day and night Uses emerging vocabulary to describe basic weather 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Begins to explore and investigate the properties of water Begins to explore and investigate the properties of sand, soil and mud Describes the objects in the sky (e.g., clouds, sun, moon and stars) Describes daytime and nighttime through drawing, naming or pretend play Observes and discusses weather 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Investigates and asks questions about the properties of water using adult- and child-directed activities Investigates and asks questions about the properties of rocks, 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>

<ul style="list-style-type: none"> soil, sand and mud using adult- and child-directed activities Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play Observes and discusses weather changes day to day 	<p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
<p>4-K</p> <ul style="list-style-type: none"> Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow) Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells) Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars Compares the daytime and nighttime cycle Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>E. Environment</p>	
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> Recognizes familiar people and objects in the immediate environment 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.1 Reacts to weather changes in immediate environment.</p>

<p>8-18 Months</p> <ul style="list-style-type: none"> • Begins to identify familiar people and objects in the environment 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Identifies familiar people and objects in the environment 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Begins to describe familiar people and objects in the environment • Begins to participate in activities to protect the environment 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>

3-4 Years <ul style="list-style-type: none"> Describes familiar people and objects in the environment Participates in activities to protect the environment 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
4-K <ul style="list-style-type: none"> Demonstrates how people use objects and natural resources in the environment Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth) Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
F. Engineering and Technology	
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
0–8 Months <ul style="list-style-type: none"> Not typically observed 	N/A
8-18 Months <ul style="list-style-type: none"> Attempts to use objects as tools 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.</p>

<p>18-24 Months</p> <ul style="list-style-type: none"> • Uses simple tools to explore • Explores simple machines through play (e.g., riding toys or push toys) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Uses props to represent simple tools through play • Uses simple machines in play (e.g., riding toys, push mower or tricycle) • Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) • Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) • Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun) • Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another) • Uses appropriate tools and materials with greater flexibility to create or solve problems • Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>

VII. SOCIAL STUDIES DOMAIN	
A. Culture	
<p>0–8 Months</p> <ul style="list-style-type: none"> Experiences own family practices (traditions, celebrations, songs, food or language) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to participate in own family practices (traditions, celebrations, songs, food or language) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Participates in own family practices (traditions, celebrations, songs, food or language) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or</p>

	<p>customs.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Identifies family practices (traditions, celebrations, songs, food or language) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Begins to identify self as a member of a culture Begins to understand everyone belongs to a culture Explores culture of peers and families (classroom) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than</p>

	self.
<p>4-K</p> <ul style="list-style-type: none"> Identifies self as a member of a culture Understands everyone belongs to a culture Explores culture of peers and families in the classroom and community Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
B. Individual Development and Identity	
<p>0–8 Months</p> <ul style="list-style-type: none"> Begins to explore characteristics of self (eyes, nose and hair) 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>
<p>8–18 Months</p> <ul style="list-style-type: none"> Begins to recognize characteristics of self (eyes, nose and hair) <ul style="list-style-type: none"> Begins to recognize ability to impact surroundings 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>

	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
18-24 Months <ul style="list-style-type: none"> Recognizes characteristics of self (eyes, nose and hair) Recognizes ability to impact surroundings 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.</p>
2-3 Years <ul style="list-style-type: none"> Begins to recognize characteristics of self as an individual Begins to recognize the ways self is similar to and different from peers and others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.</p>

<p>3-4 Years</p> <ul style="list-style-type: none"> • Recognizes characteristics of self as an individual • Recognizes the ways self is similar to and different from peers and others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Identifies characteristics of self as an individual • Identifies the ways self is similar to and different from peers and others • Recognizes individual responsibility as a member of a group (e.g., classroom or family) 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p>
<p>C. Individuals and Groups</p>	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Begins to recognize family members 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media.</p>

<p>8-18 Months</p> <ul style="list-style-type: none"> Identifies family members 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to recognize self as separate from others Begins to respond to the needs of others (e.g., peers and family members) Begins to participate in routines (e.g., family, classroom, school and community) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Recognizes self as separate from others Responds to the needs of others (e.g., peers and family members) Begins to follow routines (e.g., family, classroom, school and community) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1b Culture & Community: Explores and respects cultures and</p>

	<p>traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Identifies self and others as part of a group Identifies groups within a community Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) Exhibits emerging leadership skills and roles (e.g., line leader and door holder) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p>4-K</p> <ul style="list-style-type: none"> Identifies differences and similarities of self and others as part of a group Explains the role of groups within a community Demonstrates awareness of group rules (e.g., family, classroom, school or community) Exhibits leadership skills and roles (e.g., line leader and door holder) 	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions</p>

	<p>and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
D. Spaces, Places and Environments	
0–8 Months <ul style="list-style-type: none"> Responds to people and objects 	<p>SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.</p> <p>SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment.</p>
8-18 Months <ul style="list-style-type: none"> Responds in varied ways to people and objects 	<p>SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.</p> <p>SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>
18-24 Months <ul style="list-style-type: none"> Begins to recognize own personal space 	<p>SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3b.3 Follows a path.</p>
2-3 Years <ul style="list-style-type: none"> Begins to identify own personal space Explores own environment Recognizes basic physical characteristics (e.g., landmarks or land features) Uses words to describe objects in a familiar space 	<p>SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar</p>

	environment. SS 3b.3 Follows a path.
3-4 Years <ul style="list-style-type: none"> Recognizes the relationship of personal space to surroundings Identifies own environment and other locations Identifies basic physical characteristics (e.g., landmarks or land features) Begins to use spatial words (e.g., far/close, over/under and up/down) Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) 	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.
4-K <ul style="list-style-type: none"> Identifies the relationship of personal space to surroundings Identifies differences and similarities between own environment and other locations Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features) Uses spatial words (e.g., far/close, over/under and up/down) Recognizes some geographic tools and resources (e.g., maps, globes or GPS) Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation) 	SS 3a Geography: Identifies types of places SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
E. Time, Continuity and Change	
0–8 Months <ul style="list-style-type: none"> Begins to respond to schedules 	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time.
8-18 Months <ul style="list-style-type: none"> Responds to schedules 	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
18-24 Months <ul style="list-style-type: none"> Recognizes and responds to schedules (e.g., time to eat when hungry) 	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”

2-3 Years <ul style="list-style-type: none"> Begins to sequence events Begins to recognize time events and routines 	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”
3-4 Years <ul style="list-style-type: none"> Recognizes sequence of events to establish a sense of order and time Explores changes that take place over time in the immediate environment 	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
4-K <ul style="list-style-type: none"> Identifies changes within a sequence of events to establish a sense of order and time Observes and recognizes changes that take place over time in the immediate environment 	SS 4 History & Sense of Time: Develops sense of time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
F. Governance, Civic Ideals and Practices	
0–8 Months <ul style="list-style-type: none"> Responds to people and objects Uses senses to solve problems Recognizes familiar people and objects 	SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.1 Attends to others in immediate environment.
8-18 Months <ul style="list-style-type: none"> Responds to simple requests Begins to recognize cause and effect of actions Responds in varied ways to people and objects 	SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities.
18-24 Months <ul style="list-style-type: none"> Begins to follow simple requests Responds to problems in the environment Shows more complex responses to people and objects 	SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
2-3 Years <ul style="list-style-type: none"> Begins to recognize expectations in varying settings Demonstrates emerging problem solving and decision making skills Begins to recognize common symbols in the environment 	SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
3-4 Years	SS 2a Civics & Economics: Follows rules, limits and expectations.

<ul style="list-style-type: none"> • Begins to recognize and follow rules and expectations in varying settings • Begins to participate in problem solving and decision making • Begins to recognize national patriotic symbols (e.g., flag and eagle) 	<p>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Recognizes and follows rules and expectations in varying settings • Participates in problem solving and decision making • Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities) 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
G. Economics and Resources	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Begins to actively seek out responses 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.1 Reaches for desired objects.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Begins to communicate wants and needs 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.1 Reaches for desired objects.</p> <p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership. Says me and/or mine.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Communicates wants and needs to others 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership. Says me and/or mine.</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Initiates more complex interactions to get wants and needs met • Shows awareness of occupations 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership. Says me and/or mine.</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p>
<p>3-4 Years</p>	<p>SS 2b Civics & Economics: Understands concepts of money and</p>

<ul style="list-style-type: none"> • Begins to recognize the difference between wants and needs • Recognizes familiar people who perform different occupations 	<p>economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Recognizes the difference between wants and needs • Begins to recognize that people work to earn money to buy things they need or want 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
H. Technology and Our World	
<p>0–8 Months</p> <ul style="list-style-type: none"> • Responds to people and objects 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.1 Explores simple toys.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> • Responds in varied ways to people and objects 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.1 Explores simple toys.</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> • Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p> <p>SCI 4.3 Explores movable parts on toys.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> • Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p> <p>SCI 4.3 Explores movable parts on toys.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> • Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.3 Explores movable parts on toys.</p> <p>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players) 	<p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN	
A. Sensory Art Experience	
0–8 Months <ul style="list-style-type: none"> Begins to experience the sensory qualities of a wide variety of open ended, diverse and process-oriented sensory materials 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.
8–18 Months <ul style="list-style-type: none"> Chooses from a wide variety of open-ended, diverse and process oriented sensory materials to engage in the art experience 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.
18–24 Months <ul style="list-style-type: none"> Combines a variety of open-ended, process oriented and diverse art materials to explore technique with intention 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.
2–3 Years <ul style="list-style-type: none"> Uses imagination and creativity to express self through open ended, diverse and process-oriented art experiences with intention 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.
3–4 Years <ul style="list-style-type: none"> Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.

	CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
4-K <ul style="list-style-type: none"> Combines with intention a variety of open-ended, process oriented and diverse art materials 	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.
B. Music	
0–8 Months <ul style="list-style-type: none"> Responds to music in a variety of ways 	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.
8-18 Months <ul style="list-style-type: none"> Begins to discover and engage in creative music experiences 	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
18-24 Months <ul style="list-style-type: none"> Discovers and engages in creative music experiences 	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

	<p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Begins to engage in a variety of individual and group musical activities 	<p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Engages in a variety of individual and group musical activities with more coordinated intention Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching) 	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
<p>4-K</p> <ul style="list-style-type: none"> Actively participates in a variety of individual and group musical 	<p>CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music.</p>

<p>activities</p> <ul style="list-style-type: none"> Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities 	<p>Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
C. Creative Movement	
<p>0–8 Months</p> <ul style="list-style-type: none"> Uses movement to show increasing body awareness in response to own environment 	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Begins to use movement to express feelings and/or communicate an idea Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues 	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Uses movement to express feelings and/or communicate an idea Responds and moves in creative ways while listening to music, stories and/or verbal cues 	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely. Sways or bounces to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, 	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.</p>

feelings, experiences and knowledge	CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely. Sways or bounces to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.
3-4 Years <ul style="list-style-type: none"> Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.
4-K <ul style="list-style-type: none"> Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 	CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.
D. Imaginative and Creative Play	
0–8 Months <ul style="list-style-type: none"> Imitates familiar experiences in own life 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
8-18 Months <ul style="list-style-type: none"> Imitates and initiates familiar experiences in own life using a variety of objects in the environment 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.

	<p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
18-24 Months <ul style="list-style-type: none"> Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
2-3 Years <ul style="list-style-type: none"> Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
3-4 Years <ul style="list-style-type: none"> Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
4-K <ul style="list-style-type: none"> Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>

	<p>CA 4b Drama: Uses and creates props to represent other objects or ideas</p> <p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
E. Appreciation of the Arts	
<p>0–8 Months</p> <ul style="list-style-type: none"> Responds spontaneously to different forms of art in the environment 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques</p> <p>CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>8-18 Months</p> <ul style="list-style-type: none"> Shows curiosity in different forms of artistic expressions (e.g., music, art and dance) 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques</p> <p>CA 3b.1 Explores materials using gross motor movements and senses.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>18-24 Months</p> <ul style="list-style-type: none"> Begins to respond to own art and to a variety of artistic expressions of others Begins to show preferences for various art forms 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>2-3 Years</p> <ul style="list-style-type: none"> Responds to own art and to a variety of artistic expressions of others Shows preferences for various art forms 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>3-4 Years</p> <ul style="list-style-type: none"> Responds to and expresses opinions and feelings about own 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p>

<p>art form as well as a variety of artistic expressions of others</p>	<p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>4-K</p> <ul style="list-style-type: none"> • Uses appropriate art vocabulary to describe own art creations and those of others • Compares own art to similar art forms • Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>





Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary	
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1a Knows self and expresses confidence	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1b Expresses needs and preferences	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1c Completes tasks independently	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1d Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.
SED 2 Self-Regulation	SED 2a Manages feelings and behavior	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b Follows routines and transitions	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 Social Relationships	SED 3a Develops relationships with adults	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b Develops relationships with peers	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c Participates cooperatively in groups	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	SED 4a Solves problems	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.

Approaches to Learning	ATL 1 Attention & Persistence	ATL 1a Attends	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	ATL 2 Flexibility & Play	ATL 2a Shows flexibility	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Rolls, crawls, 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. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	PD 3 Safety	PD 3 Demonstrates safe practices	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
	PD 5 Nutrition	PD5 Follows healthy nutrition routines	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

Individual children develop at a unique pace.		Infant		Toddler	Preschool		Primary			
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
		LLD 1b Follows directions	Responds to speaking in the environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions given verbally.	Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
		LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
		LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
		LLD 2d Uses and expands vocabulary	Uses sounds and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	LLD 3 Phonological Awareness	LLD 3a Rhyme	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
		LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
		LLD 3c Hears Small Units of Sound	Coos and makes sounds such as “oo” and “ah.”	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
	LLD 4 Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
	LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from their own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		LLD 6b Retells, asks and answers questions about a text or story	Looks at and listens to books read aloud by an adult.	With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	LLD 7a Emergent Writing	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
		LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

<div>  Mathematics </div>	M 1 Number Sense	M 1a Verbally counts numbers	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
		M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
		M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
		M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
		M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	M 2 Spatial Awareness	M 2a Understands how objects move in space	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
		M 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinates systems and maps to identify locations of objects or places.
	M 3 Shapes	M 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
	M 4 Measurement	M 4a Measures and Estimates	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 when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	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.
		M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
	M 5 Patterns	M 5 Copies, Creates, and Extends Patterns	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
	M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary		
Skill / Skill Code		Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
		SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	SCI 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features of different communities and how these features impact roles and responsibilities.
		SS 1b Explores and respects cultures and traditions	Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
		SS 1c Respects diversity	Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to adults to hear rules, routines and expectations.	Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, such as local, state and national. Makes democratic decisions.
		SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.
	SS 3 Geography	SS 3a Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	SS 4 Develops sense of time	Focuses on interactions with others for a short time.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "then."	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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

Skill Code/Skill		Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition	SLA 1 Approach to second language acquisition	SLA 1a Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	SLA 1 Approach to second language acquisition	SLA 1b Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	SLA 1 Approach to second language acquisition	SLA 1c Demonstrates use of varied vocabulary in target language	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
	SLA 2 Comprehension of second language	SLA 2a Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	SLA 2 Comprehension of second language	SLA 2b Demonstrates use of words and sentence structure of target language	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.