



*Alignment of the*  
**Experience Developmental Continuum  
of Skills**  
*with*  
**Indiana Department of Education 2023  
Early Learning Standards**





## The Experience Developmental Continuum of Skills

This document details the alignment of the **Indiana Department of Education 2023 Early Learning Standards**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

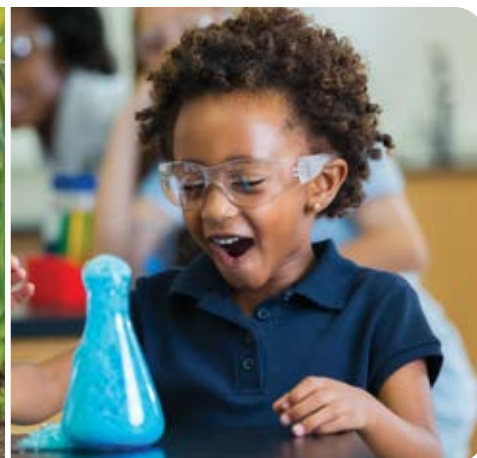
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit [www.experiencecurriculum.com](http://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.



<b>Domain: English/Language Arts</b>	
<b>English/Language Arts Early Learning Standard 1:</b> Communication Process	
<b>Learning Outcome:</b> Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	
<b>Standard:</b> ELA 1.1 Demonstrate Receptive Communication	
<b>Infant</b> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in understanding increasingly complex and varied vocabulary</li> <li>• Respond to words or gestures</li> <li>• Recognize familiar objects, people, and voices</li> <li>• Orient to sounds in the learning environment</li> <li>• Begin to make eye contact when caregiver speaks</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.  LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in understanding increasingly complex and varied vocabulary</li> <li>• Respond to simple statements, requests, and/or gestures</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.  LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<b>Older Toddler</b>	<b>LLD 1a Listening: Understands and interprets language</b>

<ul style="list-style-type: none"> <li>• Demonstrate continual growth in understanding increasingly complex and varied vocabulary</li> <li>• Respond to simple sentences, phrases, gestures, and/or actions</li> <li>• Follow simple one-step directions</li> </ul>	<p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in understanding increasingly complex and varied vocabulary</li> <li>• Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</li> <li>• Listen to and follow multi-step directions with adult support</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1a.4 Listens then responds appropriately.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in understanding increasingly complex and varied vocabulary</li> <li>• Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</li> <li>• Listen to and follow multi-step directions</li> <li>• With adult support, discover the meaning of new words and relate them to prior knowledge</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</li> <li>• K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• K.CC.5 Follow simple two or three-step oral directions.</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.4 Listens then responds appropriately.  LLD 1a.5 Listens and understands inferred requests.  LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.4 Follows unrelated two-step directions given verbally.  LLD 1b.5 With prompting, follows multi-step directions given verbally.  LLD 1b.6 Follows multi-step directions given verbally.</p>
<p><b>Standard:</b> ELA 1.2 Demonstrate Expressive Communication</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Use facial expressions or gestures to communicate</li> <li>• Use simple vocalizations to communicate</li> <li>• Express sounds and patterns of home language</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in increasingly varied and complex vocabulary</li> <li>• Use gestures to clarify communication</li> <li>• Use single words or simple phrases</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b></p>

	<p>LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in increasingly varied and complex vocabulary</li> <li>• Use gestures and actions to communicate</li> <li>• Use simple phrases or simple sentences</li> <li>• Talk about past, present, and future events</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> 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><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in increasingly varied and complex vocabulary</li> <li>• Use complex gestures and actions to communicate</li> <li>• Describe activities and experiences with detail</li> <li>• Use expanded sentences</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> 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. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p>

	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.4 Describes familiar people, places and objects.  Seeks additional words for new ways to describe.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate continual growth in increasingly varied and complex vocabulary</li> <li>• Use complex gestures and actions to communicate</li> <li>• Describe activities, experiences, and stories with expanded details</li> <li>• Use complex sentences</li> <li>• Change word tense to indicate time</li> <li>• Use communication for a variety of purposes</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p>



	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</li> <li>• K.RC.5 With support, retell the main idea and key details of a text.</li> <li>• K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</li> <li>• K.CC.4 Audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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.  LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.  LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.  LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their</p>



	meanings.
<b>Standard:</b> ELA 1.3 Demonstrate ability to engage in conversations	
<p>Infant</p> <ul style="list-style-type: none"> <li>Attend to an object, event, or person with an adult.</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Demonstrate intent of communicating with others</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
Older Toddler	<b>LLD 2a Communication: Uses language to express</b>

<ul style="list-style-type: none"> <li>• Take turns in a conversation</li> <li>• Respond to a request for clarification</li> </ul>	<p><b>information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Answer questions posed by adults or peers</li> <li>• Ask questions for understanding and clarity</li> <li>• Make on-topic comments</li> <li>• Stay on topic in two-way conversation with others</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p>

	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Answer open ended questions posed by adults or peers</li> <li>• Ask questions for understanding and clarity</li> <li>• Make on-topic comments</li> <li>• Stay on topic in two-way conversation that involves multiple turns</li> <li>• Communicate actively in group activities</li> <li>• Vary tone and volume of expression to match the situation</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.4 Uses descriptions and observations to</p>

<p>and larger groups.</p> <ul style="list-style-type: none"> <li>• K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.</li> <li>• K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>	<p>communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2b Communication: Uses conversational skills</b></p> <p>LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p>LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>LLD 2c Communication: Uses sentence structure</b></p> <p>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2c.5 Communicates in simple, complete sentences.</p> <p>LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b></p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p><b>English/Language Arts Early Learning Standard 2: Early Reading</b></p>	
<p><b>Learning Outcome:</b> Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	
<p><b>Standard:</b> ELA 2.1: Demonstrate awareness of the alphabet</p>	<p><b>LLD 4 Alphabetic knowledge</b></p>
<p>Infant</p> <ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in younger toddler)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related</p>

	<p>images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Distinguish words from pictures</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Begin to recognize some frequently occurring letters in meaningful context</li> <li>Recognize symbols have meaning</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.2 Participates in letter songs and activities.</p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.2 Participates in letter songs and activities.</p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Recognize and identify most uppercase and some lowercase letters</li> <li>Recognize own name in print</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.RF.3 Identify and name all uppercase (capital) and lowercase letters of the alphabet.</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> <p>LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.</p>

<b>Standard:</b> ELA 2.2: Demonstrate phonological awareness	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Orient to sounds in the learning environment</li> <li>• Discriminate sounds in the learning environment</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Begin to engage in word and sound play with adults</li> <li>• Repeat words that contain similar sounding phonemes (pig-dig, cat-mat)</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Begin to engage in word and sound play with adults</li> <li>• Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  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><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Show s awareness of separate words in spoken language.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.2 Imitates or repeats sounds and tones.  LLD 3c.3 Engages in word and sound play through songs and games.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of letter-sound correspondence</li> <li>• Engage in rhyming games and songs; can recognize a familiar rhyme</li> <li>• Identify rhyming words in spoken language</li> <li>• Orally blend and segment familiar compound words, with modeling and support</li> <li>• Demonstrate awareness of sounds as separate units</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  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.  LLD 3a.4 Identifies when two words rhyme.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Show s 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><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.2 Imitates or repeats sounds and tones.  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>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of letter-sound correspondence</li> <li>• Engage in rhyming games and songs; can recognize a familiar rhyme</li> <li>• Make rhymes to simple words</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.3 Suggests a missing rhyming word within a poem or song.  LLD 3a.4 Identifies when two words rhyme.  LLD 3a.5 Produces rhyming words when given a word.</p>



<ul style="list-style-type: none"> <li>• Blend and segment syllables in spoken words with modeling and support</li> <li>• Isolate the initial sound in some words</li> </ul>	<p><b>LLD 3b Phonological Awareness: Hears large units of sound</b></p> <p>LLD 3b.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b></p> <p>LLD 3c.3 Engages in word and sound play through songs and games.</p> <p>LLD 3c.4 Identifies and produces words that have the same beginning sound.</p> <p>LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.RF.4 Identify and produce rhyming words.</li> <li>• K.RF.5 Orally pronounce, blend, and segment words into syllables.</li> <li>• K.RF.6 Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words.</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b></p> <p>LLD 3a.4 Identifies when two words rhyme.</p> <p>LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3a.6 Rhymes with real and nonsensical words.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b></p> <p>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3b.6 Deletes large units of sound.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b></p> <p>LLD 3c.4 Identifies and produces words that have the same beginning sound.</p> <p>LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p> <p>LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.</p>

<b>Standard:</b> ELA 2.3: Demonstrate awareness and understanding of concepts of print	
<b>Infant</b> <ul style="list-style-type: none"> <li>Look at books while an adult holds and manipulates the book</li> <li>Begin to hold and manipulate a book with adult support</li> <li>Respond to songs</li> <li>Listen to repetition of familiar words, songs, signs, rhymes, and stories</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> 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.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>Bring book to adult to read</li> <li>Hold and manipulate a book independently</li> <li>Pretend to read familiar books</li> <li>Attend to pictures and text for several minutes</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> 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.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>Recognize familiar books by cover</li> <li>Recite parts of well-known stories, rhymes, songs</li> <li>Hold books with two hands and turn pages</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> 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.
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>Begin to understand that books are comprised of written words</li> <li>Respond to and interact with read alouds of literary and informational text</li> <li>Hold books right side up and turn pages left to right</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> 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. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
<b>Older Preschool</b> <ul style="list-style-type: none"> <li>Understand that print carries meaning</li> <li>Track words in a book from left to right, top to bottom, and page to page with adult support</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> 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. LLD 5.5 Identifies some punctuation and recognizes spaces between words.

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.RF.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</li> <li>• K.RF.2 Recognize that written words are made up of sequences of letters.</li> <li>• K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p>LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p>
<b>Standard:</b> ELA 2.4: Demonstrate comprehension	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Demonstrate interest in hearing a familiar story or book</li> <li>• Attend to caregiver's voice while being held and/or read to</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p>LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Show preference for familiar stories</li> <li>• With adult support, respond to simple questions about a story</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p>LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Show preference for familiar stories and repeat phrases of the story</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>

<ul style="list-style-type: none"> <li>• Answer simple questions about a story</li> <li>• Tell a story from pictures in a book to support language comprehension</li> </ul>	<p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Respond and interact with literature, including both fiction and building background knowledge with nonfiction text</li> <li>• Answer questions about a story</li> <li>• With adult support, begin to retell familiar stories</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Respond and interact with literature, including both fiction and building background knowledge with nonfiction text</li> <li>• Answer questions about a story</li> <li>• Retell familiar stories</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>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><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> <p>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.RC.1 With support, ask and answer questions about main topics and key details in a text heard or read.</li> <li>• K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</li> <li>• K.RC.5 With support, retell the main idea and key details of a text.</li> <li>• K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.</li> <li>• K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>	<p><b>LLD 6a Reading Comprehension: Responds to text</b>  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.  LLD 6a.6 With support, compares similarities between two texts.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  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.  LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.</p>
<b>English/Language Arts Early Learning Standard 3: Early Writing</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	
<b>Standard:</b> ELA 3.1: Demonstrate mechanics of writing	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Grasp and manipulate objects when placed in hand</li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b>  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>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Explore drawing, painting, and writing as a way of communicating</li> <li>• Imitate drawing marks or scribbling</li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b>  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>Older Toddler</p> <ul style="list-style-type: none"> <li>• Explore drawing, painting, and writing as a way of communicating</li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.2 Makes random marks or draws with writing tools.  LLD 7a.3 Marks or scribbles. Begins to make letter-like</p>

<ul style="list-style-type: none"> <li>• Make scribbles or shapes to convey meaning</li> <li>• Experiment with a variety of writing tools, materials, and surfaces</li> <li>• Imitate simple lines and shapes</li> </ul>	forms.
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Recognize that drawings, paintings, and writings are meaningful representations</li> <li>• Copy simple lines and shapes during play</li> <li>• Use writing tools with adult support during play</li> <li>• Create a simple picture</li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.2 Makes random marks or draws with writing tools.</p> <p>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Create letterlike shapes, symbols, letters, and words with modeling and support</li> <li>• Use writing tools</li> <li>• Copy more complex lines, shapes, and some letters, particularly the letters in their name</li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.W.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</li> <li>• K.W.2 Write by moving from left to right across the page and top to bottom.</li> <li>• K.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: <ul style="list-style-type: none"> <li>◦ a. Capitalization: Capitalizing the first word in a sentence and the pronoun I.</li> <li>◦ b. Punctuation: Recognizing and naming end punctuation.</li> <li>◦ c. Encoding: Spelling simple words phonetically, drawing on phonemic awareness.</li> </ul> </li> </ul>	<p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>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 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.</p>
<b>Standard:</b> ELA 3.2: Demonstrate ability to communicate a story	
<p>Infant</p> <ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.1 Explores various tools used to write.</p> <p>LLD 7b.2 Makes handprints or fingerprints with adults.</p>

<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.1 Explores various tools used to write.</p> <p>LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Draw pictures and scribble to generate and express ideas</li> <li>• Dictate a story for an adult to write</li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.2 Makes handprints or fingerprints with adults.</p> <p>LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Create writing with the intent of communicating</li> <li>• Dictate a story for an adult to write</li> <li>• Use pictures, letters, and symbols to communicate a story</li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.2 Makes handprints or fingerprints with adults.</p> <p>LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Create writing with the intent of communicating</li> <li>• Dictate a story that demonstrates simple details and narrative structure</li> <li>• Use letters, symbols, and words to share an idea with someone</li> <li>• Use writing to label drawings</li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> <p>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.W.3 Use words and pictures to develop a main idea and provide information about a topic.</li> <li>• K.W.4 Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order.</li> <li>• K.W.5 With support, apply the writing process to: <ul style="list-style-type: none"> <li>○ a. Plan by generating ideas for writing through oral discussions and drawings;</li> <li>○ b. Develop drafts in pictorial or written form by organizing ideas;</li> <li>○ c. Revise writing by adding details in pictures or words;</li> <li>○ d. Use available technology to produce and publish writing</li> </ul> </li> </ul>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> <p>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p> <p>LLD 7b.6 Draws and writes to express ideas or share an opinion.</p>
<b>Domain: Mathematics</b>	
<b>Mathematics Early Learning Standard 1: Numeracy</b>	



<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	
<b>Standard:</b> M1.1: Demonstrate strong sense of counting	
<b>Infant</b> <ul style="list-style-type: none"> <li>Repeat a movement like a clap</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>Imitate verbal counting sequence not necessarily in order</li> <li>Line up or organize objects</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>Count the number sequence 1-5</li> <li>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five.
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>Count the number sequence 1-10</li> <li>Recognize that the count remains the same regardless of the order or arrangement of the objects</li> <li>Apply one-to-one correspondence with small number of objects and/or people (2- 3 objects)</li> <li>Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5</li> <li>Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.
<b>Older Preschool</b> <ul style="list-style-type: none"> <li>Count the number sequence 1-20</li> <li>Recognize the last number name said tells the number of objects counted</li> <li>Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)</li> <li>Draw pictures, symbols, or use manipulatives to represent spoken number 0-10</li> <li>Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number.</li> <li>• K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20.</li> <li>• K.NS.4 Identify sets of 1 to 10 objects in patterned arrangement and tell how many without counting.</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.4 Verbally counts to ten.  M 1a.5 Verbally counts to twenty.  M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.</p>
<b>Standard: M1.2: Demonstrate understanding of written numerals</b>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in younger toddler)</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.1 Sees number in everyday context.  M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Attend to books with pictures and numerals for a few minutes</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.1 Sees number in everyday context.  M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Begin to explore that number symbols have meaning</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.2 Begins to identify numbers. Identifies the numeral 1.  M 1b.3 Identifies numerals up to five.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities</li> <li>• Identify numerals in general as different from letters or other symbols</li> <li>• Begin to match number symbols with amounts 1-3</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.2 Begins to identify numbers. Identifies the numeral 1.  M 1b.3 Identifies numerals up to five.  M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Match number symbols with amounts 1-10</li> <li>• Name written numerals from 0-10</li> <li>• Begin to write numerals 1-10</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.3 Identifies numerals up to five.  M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p>

	M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Kindergarten Standard <ul style="list-style-type: none"> <li>• K.NS.2 Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>• K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</li> </ul>	<b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.
<b>Standard:</b> M1.3: Recognition of number relations	
Infant <ul style="list-style-type: none"> <li>• Explore objects one at a time</li> <li>• Indicate a desire for more</li> <li>• Give more when asked</li> </ul>	<b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]  <b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.
Younger Toddler <ul style="list-style-type: none"> <li>• Begin to develop the concept of more</li> <li>• Give all objects when asked</li> <li>• Separate a whole quantity of something into parts</li> </ul>	<b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]  <b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.
Older Toddler <ul style="list-style-type: none"> <li>• Visually identify sets of quantities of large differences (using terms more and/or less)</li> <li>• Begin to identify first and last</li> <li>• Give some when asked</li> </ul>	<b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> 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

<ul style="list-style-type: none"> <li>• Give the rest when asked</li> <li>• Begin to understand the concept of none</li> </ul>	<p>five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.2 Recognizes amounts up to two without counting.  M 1d.3 Recognizes amounts up to three without counting.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Readily identify first and last</li> <li>• Correctly use the words for comparing quantities</li> <li>• Separate sets of 6 or fewer objects into equal groups</li> <li>• Demonstrate the understanding of the concept of after</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  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.  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.2 Recognizes amounts up to two without counting.  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>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify when 2 sets are equal using matching and counting strategies</li> <li>• Correctly use the words for position</li> <li>• Compare the values of two numbers from 1 to 10 presented as written numerals</li> <li>• Demonstrate the understanding of the concept of before</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  <b>M 1c.3 Points to one object at a time while counting up to five.</b>  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> <p><b>M 1d Number Sense: Number quantities and comparison</b>  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.  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>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.NS.5 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e. g., by using matching and counting strategies).</li> <li>• K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</li> <li>• K.NS.7 Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  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.  M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  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.  M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.</p>
<p><b>Mathematics Early Learning Standard 2: Computation and Algebraic Thinking</b></p>	
<p><b>Learning Outcome:</b> Early learners develop foundational skills in learning to understand mathematical structure and patterning.</p>	
<p><b>Standard:</b> M2.1: Exhibit understanding of mathematical structure</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in younger toddler)</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.1 Points to objects.  M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  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>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Take away objects or combine groups when asked</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p>

<ul style="list-style-type: none"> <li>Attend to a new object in a group of objects</li> </ul>	<p>M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p><b>M 1e Number Sense: Addition and subtraction</b> 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>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Describe that something was taken away</li> <li>Identify that an object has been added to a group</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> 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><b>M 1e Number Sense: Addition and subtraction</b> 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Begin to understand that numbers can be composed and decomposed to create new numbers</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> 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. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> 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. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p>
<p>Older Preschool</p>	<p><b>M 1c Number Sense: Counting one-to-one, and</b></p>

<ul style="list-style-type: none"> <li>• Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five</li> </ul>	<p><b>composing and decomposing numbers</b>  M 1c.3 Points to one object at a time while counting up to five.  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> <p><b>M 1e Number Sense: Addition and subtraction</b>  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.  M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.CA.2 Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations.</li> <li>• K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  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.  M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  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.  M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.</p>
<p><b>Standard:</b> M2.2: Demonstrate awareness of patterning</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Show interest in visual, auditory, and tactile patterns</li> <li>• Recognize daily routines</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  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><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Follow along and imitate patterns of sounds and movement</li> <li>Clap or move to a beat</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  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><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Recognize natural patterns in the learning environment</li> <li>Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects</li> <li>Show greater recognition of daily routines</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.2 Notices things that repeat in the environment.  M 5.3 Fills in the missing piece of an AB pattern.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  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>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Physically extend simple ABAB patterns of concrete objects to other concrete objects</li> <li>Understand sequence of events when clearly explained</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.2 Notices things that repeat in the environment.  M 5.3 Fills in the missing piece of an AB pattern.  M 5.4 Copies, creates and extends AB patterns.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  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.  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>Older Preschool</p> <ul style="list-style-type: none"> <li>Begin to create and extend a new simple pattern</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.3 Fills in the missing piece of an AB pattern.</p>

<ul style="list-style-type: none"> <li>Understand sequence of events when clearly explained</li> </ul>	<p>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.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b> 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. M 5.6 Copies, creates and extends complex patterns, such as ABc or AABB.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.</p>
<b>Mathematics Early Learning Standard 3: Data Analysis</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.	
<b>Standard:</b> M3.1: Demonstrate understanding of classifying	
<p>Infant</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in younger toddler)</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b> 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>Younger Toddler</p> <ul style="list-style-type: none"> <li>Identify attributes of objects with adult support</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  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>Older Toddler</p> <ul style="list-style-type: none"> <li>Identify similarities and differences in objects</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Sort, classify, and compare objects by one attribute</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  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]  M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Explain simple sorting or classifying strategies</li> <li>Sort a group of objects in multiple ways</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  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]  M 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  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.  M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p>
<b>Mathematics Early Learning Standard 4: Geometry</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	
<b>Standard:</b> M4.1 Understanding of spatial relationships	
<p>Infant</p> <ul style="list-style-type: none"> <li>Explore how things fit and move</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b></p>

<ul style="list-style-type: none"> <li>Put object in, out, on, and off of other things</li> </ul>	<p>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><b>M 2b Spatial Awareness: Determines object location</b> 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>Younger Toddler</p> <ul style="list-style-type: none"> <li>Begin to combine shapes to make new shapes</li> <li>Hide behind or between objects for play</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> 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><b>M 2b Spatial Awareness: Determines object location</b> 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>Older Toddler</p> <ul style="list-style-type: none"> <li>Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> 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><b>M 2b Spatial Awareness: Determines object location</b> 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>Younger Preschool</p>	<p><b>M 2a Spatial Awareness: Understands how objects move</b></p>

<ul style="list-style-type: none"> <li>• Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes</li> <li>• Use position terms such as in, on, and under</li> </ul>	<p><b>in space.</b>  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.  M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  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.  M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes</li> <li>• Use position terms such as above, below, beside, and between</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  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.  M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  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.  M 2b.5 Explains the location of an object in relation to another object.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.4 Moves objects to assemble a whole, such as simple</p>

	<p>puzzles with prompting.</p> <p>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 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p><b>M 2b Spatial Awareness: Determines object location</b></p> <p>M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>M 2b.5 Explains the location of an object in relation to another object.</p> <p>M 2b.6 Make simple maps or models to represent the location of objects.</p>
<b>Standard:</b> M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes	
<p>Infant</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in younger toddler)</li> </ul>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> <p>M 3.2 Matches two identical shapes.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Match identical simple shapes</li> </ul>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> <p>M 3.2 Matches two identical shapes.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Match similar shapes that are different sizes, and different orientation with a variety of two dimensional shapes</li> </ul>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.2 Matches two identical shapes.</p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Match similar shapes when given a variety of three dimensional shapes</li> <li>Start to identify the attributes of shapes</li> <li>Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects</li> <li>Use informal language to describe three dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)</li> </ul>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.2 Matches two identical shapes.</p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p>
Older Preschool	<b>M 3 Shapes: Identifies shapes and their characteristics</b>

<ul style="list-style-type: none"> <li>• Use the attributes of shapes, such as number or length of sides, to distinguish between shapes</li> <li>• Differentiate two- and three dimensional shapes (e.g., squares from cubes)</li> </ul>	<p>M 3.3 Identifies one to three two-dimensional shapes.  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>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.G.1 Compare two and three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e. g., number of sides and vertices/" corners"), and other attributes (e.g., having sides of equal length).</li> </ul>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  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.  M 3.6 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.</p>
<b>Mathematics Early Learning Standard 5: Measurement</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	
<b>Standard:</b> M5.1: Understand the concept of time	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Cooperate with a routine</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.1 Focuses on interactions with others for a short time.  SS 4.2 Indicates the beginning or ending of an event.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Follow a daily schedule with adult support</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.1 Focuses on interactions with others for a short time.  SS 4.2 Indicates the beginning or ending of an event.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Follow steps in a simple routine</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  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.”</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Understand time limit cue</li> <li>• Understand transition from one activity to the next</li> <li>• Tell what activity comes before and after</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  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.”  SS 4.4 Recalls information and events from the past.</p>



	Recognizes sequence of events to establish a sense of order and time.
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Know daily concepts of earlier and later, morning and afternoon</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  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.  SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  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.  SS 4.6 Retells historical, fictional or past events or stories.</p>
<b>Standard:</b> M5.2 Understand measurement through description and comparison	
<p>Infant</p> <ul style="list-style-type: none"> <li>Explore objects with different shapes and sizes</li> <li>Explore objects with different attributes, big/little, soft/hard</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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><b>M 4b Measurement: Compares and orders</b>  M 4b.1 Picks up and puts down objects.  M 4b.2 Places objects in a row in any order.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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><b>M 4b Measurement: Compares and orders</b>  M 4b.1 Picks up and puts down objects.  M 4b.2 Places objects in a row in any order.</p>

<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Sort objects into two categories based on attributes</li> <li>• Explore measurement using nonstandard tools</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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><b>M 4b Measurement: Compares and orders</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Directly compare and describe two objects with a measurable attribute</li> <li>• Begin to measure length and volume (capacity) using nonstandard measurement tools</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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.  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><b>M 4b Measurement: Compares and orders</b>  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.  M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Directly compare and describe two or more objects with a measurable attribute</li> <li>• Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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.  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><b>M 4b Measurement: Compares and orders</b>  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>

	M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
Kindergarten Standard <ul style="list-style-type: none"> <li>K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  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.  M 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>M 4b Measurement: Compares and orders</b>  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 words like first to tenth.  M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p>
<b>Domain: Science</b>	
<b>Science Early Learning Standard 1: Physical Science</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	
<b>Standard:</b> SC1.1: Demonstrate ability to explore objects in the physical world	
Infant <ul style="list-style-type: none"> <li>Observe and experience the physical environment using all five senses</li> <li>React to changes in light</li> <li>Focus attention on sounds, movement, caregiver, and objects</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.1 Kicks feet or shakes arms to make other objects move.  SCI 3a.2 Uses body to push or pull toys.</p>
Younger Toddler <ul style="list-style-type: none"> <li>Notice and react to cause and effect within the physical environment</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p>

<ul style="list-style-type: none"> <li>Use tools to explore the physical environment</li> </ul>	SCI 3a.2 Uses body to push or pull toys.
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Use simple words to describe sensory experiences, objects, and how objects move</li> <li>Identify and solve problems in the learning environment through active exploration</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Use senses to learn about concepts of weight, motion, and force</li> <li>Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky</li> <li>Ask questions about physical properties and changes in the physical world</li> <li>Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Use senses to observe and describe concepts of weight, motion, and force</li> <li>Ask questions and draw conclusions about physical properties and the physical world</li> <li>Use a greater number of scientific vocabulary words related to classroom investigations</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</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>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</li> <li>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b></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 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.</p>
<b>Standard:</b> SC1.2: Demonstrate awareness of the physical properties of objects	
<p>Infant</p> <ul style="list-style-type: none"> <li>Touch objects with varying physical attributes, may show a preference for one over another</li> <li>Notice cause and effect within the physical environment</li> <li>Perform actions with objects and observe results</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.1 Uses senses to explore objects in an immediate environment.</p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell,</p>

	sound or sight.
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Begin to identify physical attributes of objects</li> <li>• Imitate the actions of others as they explore objects</li> <li>• Copy patterns and rhythms with objects</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.1 Uses senses to explore objects in an immediate environment.</p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Describe physical properties using simple words</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> <p>SCI 3b.3 Begins to name colors.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Identify materials that make up objects</li> <li>• Investigate and describe observable properties of objects</li> <li>• Match objects by physical attributes</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</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>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify materials that make up objects</li> <li>• Use evidence from investigations to describe observable properties of objects</li> <li>• Sort objects into categories based on physical attributes and explain reasoning</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></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>SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.</li> <li>• K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</li> <li>• K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</li> </ul>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></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> <p>SCI 3b.6 Classifies and sorts materials by a variety of physical properties.</p>

<b>Science Early Learning Standard 2: Earth and Space Science</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.	
<b>Standard:</b> SCI 2.1: Recognize seasonal and weather related changes	
Infant <ul style="list-style-type: none"> <li>Observe and experience the difference in weather</li> </ul>	<b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> 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.
Younger Toddler <ul style="list-style-type: none"> <li>Observe and investigate environment, nature, and weather</li> </ul>	<b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> 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.
Older Toddler <ul style="list-style-type: none"> <li>Communicate awareness that the environment, weather, and seasons change</li> <li>Name different kinds of weather</li> </ul>	<b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> 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.
Younger Preschool <ul style="list-style-type: none"> <li>Communicate awareness of seasonal changes</li> <li>Describe weather conditions using correct terminology</li> </ul>	<b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> 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. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Older Preschool <ul style="list-style-type: none"> <li>Communicate awareness of seasonal changes</li> </ul>	<b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>

<ul style="list-style-type: none"> <li>Describe how weather changes</li> </ul>	<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>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</li> <li>K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.</li> <li>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.*</li> </ul>	<p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></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>SCI 2b.6 Explains that different places have disparate kinds of weather and climates.</p>
<b>Science Early Learning Standard 3: Life Science</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	
<b>Standard:</b> SC3.1: Demonstrate awareness of life	
<p>Infant</p> <ul style="list-style-type: none"> <li>Demonstrate interest in and interact with plants, animals, and people</li> <li>Discover body parts</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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 the immediate environment.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Identify living organisms by name</li> <li>Name basic body parts</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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 the immediate environment.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Name characteristics of living organisms</li> <li>Name more complex body parts</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.2 Plays with natural materials and reacts to animals</p>



	<p>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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Identify the correct names for adult and baby animals</li> <li>Compare attributes of living organisms</li> <li>Identify and describe the function of body parts</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Differentiate animals from plants</li> <li>Discriminate between living organisms and non-living objects</li> <li>Identify and describe the function of body parts</li> <li>Ask questions and conduct investigations to understand life science</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.*</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>
<p><b>Standard:</b> SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></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 the immediate environment.</p>
<p>Younger Toddler</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living</b></p>



<ul style="list-style-type: none"> <li>• (Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>and nonliving things.</b>  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>Older Toddler</p> <ul style="list-style-type: none"> <li>• Recognize trash and know where to discard it</li> <li>• Observe animals (e.g., birds) in a safe environment</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Begin to recognize that plants and animals need food, water, air, and sun to survive</li> <li>• Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment</li> <li>• Recognize things that do not belong in the environment (e. g., litter)</li> <li>• Begin to care for living things (feeding fish, watering plants, helping weed garden)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  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.  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Participate in discussions about simple ways to take care of the environment (e. g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)</li> <li>• Participate in reusing and recycling materials</li> <li>• Describe basic things plants and animals need to live and grow (sunlight, water, food)</li> <li>• Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  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.  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>• K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs</li> <li>• K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  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.  SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>

<p>and the places they live.</p> <ul style="list-style-type: none"> <li>• K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</li> </ul>	
<b>Science Early Learning Standard 4: Engineering</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.	
<b>Standard:</b> SC4.1: Demonstrate engineering design skills	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Demonstrate an interest in people made objects</li> <li>• Explore and manipulate people made objects</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Test limits of the learning environment</li> <li>• Begin to construct and deconstruct using readily available materials</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Use tools to serve a purpose or solve a problem</li> <li>• Notice whether the solution was successful</li> <li>• Use complex motions (e.g., push/pull) to play with simple machines</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Identify a problem or need and create a plan to solve</li> <li>• Use nearby objects that function as simple machines to enhance play</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Select materials and implement a designated plan</li> <li>• Evaluate and communicate solution outcomes</li> <li>• Use nearby objects to create simple machines to enhance play</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>

	SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>• K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.*</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></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> <p>SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.</p>
<b>Science Early Learning Standard 5: Scientific Inquiry and Method</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	
<b>Standard:</b> SC5.1: Demonstrate scientific curiosity	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Observe and show interest in objects, organisms, and events in the environment</li> <li>• Repeat action that causes an interesting effect</li> <li>• Actively explore the learning environment</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate curiosity</li> <li>• Solve problems with adult support using trial and error</li> <li>• Actively explore the learning environment</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p>

	<p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate curiosity and ask for more information</li> <li>• Use tools to explore the physical environment</li> <li>• Solve problems using trial and error</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Observe with focus on details</li> <li>• Use simple tools to extend investigations</li> <li>• Identify themselves or their actions as scientific</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and</p>

	<p>effect.</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>Older Preschool</p> <ul style="list-style-type: none"> <li>• Discuss ways that people can affect the environment in positive and negative ways</li> <li>• Independently use simple tools to conduct an investigation to increase understanding</li> <li>• Engage in a scientific experiment with peers</li> <li>• Communicate results of an investigation</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></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>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>• K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.*</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>

	<p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<b>Science Early Learning Standard 6: Computational Thinking</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.	
<b>Standard:</b> SC6.1 Demonstrate decomposition of larger tasks into smaller steps	
<p>Infant</p> <ul style="list-style-type: none"> <li>Recognize daily routines</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></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>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Follow steps in a simple daily routine with adult support</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></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>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Follow steps in a simple routine</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p>SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Identify 2-3 steps in common routines with adult support</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p>SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p>SED 1c.4 Expresses interest in planning or trying new or</p>

	complex tasks and activities with help.
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Identify 3-5 steps in common routines</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p> <p>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-2.PA.1 Breakdown and plan the order of the steps needed for a desired outcome to accomplish the goal.</li> <li>K-2.PA.2 Using ageappropriate vocabulary, explain steps taken and choices made to improve the design of a sequence.</li> </ul>	<p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p> <p>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1c.6 Revisits a familiar task or activity with a different approach.</p>
<b>Standard: SC6.2: Demonstrate algorithmic thinking and debugging</b>	
<p>Infant</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.1 Explores simple toys.</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.1 Explores simple toys.</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of completing a set of two or more steps in order</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.2 Begins to use simple toys purposefully.</p> <p>SCI 4.3 Explores movable parts on toys.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of when a set of steps is ordered or unordered</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.2 Begins to use simple toys purposefully.</p> <p>SCI 4.3 Explores movable parts on toys.</p>



	SCI 4.4 Explores simple tools or interacts with simple types of technology.
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of when a task requires a set of ordered steps</li> <li>• With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task</li> <li>• With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></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>SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.PA.4 Identify and fix (debug) errors in sequences and simple loops.</li> <li>• K-2.PA.5 Model daily processes by creating and following algorithms (i.e., sets of step-by-step instructions) to complete tasks.</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></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> <p>SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.</p>
<b>Domain: Social Studies</b>	
<b>Social Studies Early Learning Standard 1: Self</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community	
<b>Standard:</b> SS1.1: Demonstrate development of self	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Engage in onlooker play</li> <li>• Begin to show awareness of self as an individual, separate from others</li> <li>• Show affection and bond with familiar adults</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Participate in celebrations in the learning environment and community when observed</li> <li>• Begin to demonstrate a sense of belonging to a group by</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p>



<ul style="list-style-type: none"> <li>engaging in parallel play</li> <li>Begin to notice differences in self from others</li> <li>Use simple words to show recognition of family members and familiar adults</li> </ul>	<p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Participate in and imitate celebrations in the learning environment and community when observed</li> <li>Begin to demonstrate a sense of belonging to a group by engaging in associative play</li> <li>Begin to gesture and ask simple questions regarding differences and/or similarities between self and others</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  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 names basic body parts.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Participate in and describe own family, community, and other celebrations when observed</li> <li>Begin to assimilate family, community, and cultural events in cooperative play</li> <li>Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  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 names basic body parts.  SED 1a.4 Identifies characteristics of self.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Participate in and describe local, state, and national events and celebrations if observed</li> <li>Identify key people in history</li> <li>Assimilate family, community, and culture in cooperative play</li> <li>Build awareness, respect, and acceptance for differences in people and acknowledge connections</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.3 Name self and names basic body parts.  SED 1a.4 Identifies characteristics of self.  SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.H.2 Identify ways by which people, heritage, and events are commemorated and recognized.</li> <li>K.C.2 Give examples of how to be a responsible family member and member of a group.</li> <li>K.G.5 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.4 Identifies characteristics of self.  SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.  SED 1a.6 Identifies own strengths and personal talents.</p>
<b>Social Studies Early Learning Standard 2: History and Events</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in	

learning and understanding the passage of time and the foundations of government or authority.	
<b>Standard:</b> SS2.1: Demonstrate awareness of chronological thinking	
<b>Infant</b> <ul style="list-style-type: none"> <li>Participate in daily routines with caregivers (e.g., diaper changes and feeding)</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>Adapt to changes in routine and/or schedule with adult support</li> <li>Anticipate events</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>Begin to recognize the sequence of events as part of a daily routine</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.”
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>Recognize the sequence of events as part of a daily routine and as it relates to the passage of time</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
<b>Older Preschool</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured</li> <li>Begin to understand how time is measured</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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. SS 4.5 Uses language of time to describe familiar sequences of events.
<b>Kindergarten Standard</b> <ul style="list-style-type: none"> <li>K.H.3 Identify events and place events in a sequence.</li> <li>K.H.4 Explain that calendars are used to represent the days of the week and months of the year.</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.

	SS 4.6 Retells historical, fictional or past events or stories.
<b>Standard:</b> SS2.2 Demonstrate awareness of personal historical knowledge	
<b>Infant</b> <ul style="list-style-type: none"> <li>Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>Respond to stories about time and age</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>Begin to recall information from recent experiences</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.”
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>Begin to communicate concepts of time, such as before and after.</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
<b>Older Preschool</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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. SS 4.5 Uses language of time to describe familiar sequences of events.
<b>Kindergarten Standard</b> <ul style="list-style-type: none"> <li>K.H.1 Compare children and families of today with those from the past</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> 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.

	SS 4.6 Retells historical, fictional or past events or stories.
<b>Standard:</b> SS2.3 Demonstrate awareness of the foundations of government or authority	
<p>Infant</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.1 Attends to others in immediate environment.  SS 2a.2 Participates in communal activities.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.1 Reaches for desired objects.  SS 2b.2 Expresses a desire for an object or action.  Expresses ownership such as by saying me or mine.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>(Developmentally appropriate/emerging outcomes first appear in older toddler)</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.1 Attends to others in immediate environment.  SS 2a.2 Participates in communal activities.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.1 Reaches for desired objects.  SS 2b.2 Expresses a desire for an object or action.  Expresses ownership such as by saying me or mine.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Begin to recognize familiar community symbols</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.2 Participates in communal activities.  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.2 Expresses a desire for an object or action.  Expresses ownership such as by saying me or mine.  SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p>
Younger Preschool	<b>SS 2a Civics &amp; Economics: Follows rules, limits and</b>

<ul style="list-style-type: none"> <li>• Identify leaders and helpers in the home or early learning environment</li> <li>• Recognize familiar community symbols</li> </ul>	<p><b>expectations.</b>  SS 2a.2 Participates in communal activities.  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.  SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.  SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.  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>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify leaders and community helpers at home, school, and in environments</li> <li>• Recognize community symbols and begin to recognize national symbols (e.g., the flag)</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.  SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.  SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.  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.  SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  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> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></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> <p>SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins.</p>
<b>Social Studies Early Learning Standard 3: Geography</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.	
<b>Standard:</b> SS3.1: Demonstrate awareness of the world in spatial terms	
<p>Infant</p> <ul style="list-style-type: none"> <li>Begin to discover use of body and objects in the learning environment</li> </ul>	<p><b>SS 3b Geography: Interacts with maps</b></p> <p>SS 3b.1 Navigates within a familiar environment.</p> <p>SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Begin to respond to simple location terms</li> <li>Use a variety of materials to represent familiar objects</li> </ul>	<p><b>SS 3b Geography: Interacts with maps</b></p> <p>SS 3b.1 Navigates within a familiar environment.</p> <p>SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Begin to use simple location terms</li> <li>Experiment with materials to represent objects in play</li> </ul>	<p><b>SS 3b Geography: Interacts with maps</b></p> <p>SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p> <p>SS 3b.3 Follows a path.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Identify location, directionality, and spatial relationships</li> <li>Begin to create simple representations of a familiar physical</li> </ul>	<p><b>SS 3b Geography: Interacts with maps</b></p> <p>SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>

place	SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.
Older Preschool <ul style="list-style-type: none"> <li>Develop concepts and describe location, directionality, and spatial relationships</li> <li>Engage in play where one item represents another</li> </ul>	<b>SS 3b Geography: Interacts with maps</b> SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
Kindergarten Standard <ul style="list-style-type: none"> <li>K.G.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.</li> <li>K.G.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.</li> </ul>	<b>SS 3b Geography: Interacts with maps</b> SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see.
<b>Standard:</b> SS3.2: Demonstrate awareness of places and regions	
Infant <ul style="list-style-type: none"> <li>Explore the immediate early learning environment around them</li> </ul>	<b>SS 3a Geography: Identifies types of places</b> SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.
Younger Toddler <ul style="list-style-type: none"> <li>Recognize parts of surroundings</li> <li>Look toward location where familiar objects are stored with the expectation of finding them</li> </ul>	<b>SS 3a Geography: Identifies types of places</b> SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.
Older Toddler <ul style="list-style-type: none"> <li>Describe the characteristics of home and surroundings</li> <li>Know the location of objects and places in familiar locations</li> </ul>	<b>SS 3a Geography: Identifies types of places</b> SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.
Younger Preschool <ul style="list-style-type: none"> <li>Identify and describe prominent features of the early learning environment, neighborhood, and community</li> <li>Begin to learn knowledge of personal and geographic information</li> </ul>	<b>SS 3a Geography: Identifies types of places</b> SS 3a.2 Recognizes familiar 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.



<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Use words to describe natural and peoplemade features of locations</li> <li>• Become familiar with information about where they live and understand what an address is</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  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 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.G.3 Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.</li> <li>• K.G.4 Identify and describe the address and location of school; understand the importance of an address.</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  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 3a.6 Compares the geographic features of one's community to another community.</p>
<b>Social Studies Early Learning Standard 4: Economics</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.	
<b>Standard:</b> SS4.1: Demonstrate awareness of economics, spending, and making money	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Demonstrate preference for specific objects and people</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.1 Reaches for desired objects.  SS 2b.2 Expresses a desire for an object or action.  Expresses ownership such as by saying me or mine.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Communicate desire for objects and/or persons that are in the early learning environment or home</li> <li>• Imitate familiar roles and routines</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>  SS 2b.1 Reaches for desired objects.  SS 2b.2 Expresses a desire for an object or action.  Expresses ownership such as by saying me or mine.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Use props related to buying and selling items during play</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p>



<ul style="list-style-type: none"> <li>Communicate wants and needs</li> <li>Recognize various familiar workers in the community</li> <li>Begin to role play different jobs</li> </ul>	<p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Begin to understand the purpose of money and concepts of buying and selling through play</li> <li>Begin to develop an awareness that people work for money in order to provide for basic needs</li> <li>Develop an awareness of the roles of familiar community helpers/workers</li> <li>Act out adult social roles and occupations</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p> <p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me 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>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>Older Preschool</p> <ul style="list-style-type: none"> <li>Begin to understand the purpose of money and concepts of buying and selling through play</li> <li>Develop an awareness that people work for money in order to provide for basic needs</li> <li>Describe community helpers or workers in terms of tools or equipment they use and services or products they provide</li> <li>Act out adult social roles and occupations</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></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>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K.E.1 Explain that people work to earn money to buy the things they want.</li> <li>K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.</li> <li>K.E.3 Explain why people in a community choose different jobs.</li> </ul>	<p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></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> <p>SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins.</p>
<b>Social Studies Early Learning Standard 5: Citizenship</b>	
<p><b>Learning Outcome:</b> Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.</p>	

<b>Standard: SS5.1: Demonstrate awareness of citizenship</b>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Interact with the physical environment to make needs known</li> <li>• Demonstrate comfort in familiar routines, objects, and materials</li> <li>• Respond to adult guidance about behavior</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.1 Attends to others in immediate environment.  SS 2a.2 Participates in communal activities.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Observe others carrying out routines and responsibilities and begin to imitate</li> <li>• Make choices known</li> <li>• Begin to understand and follow basic guidance</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.1 Attends to others in immediate environment.  SS 2a.2 Participates in communal activities.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Participate in simple routines with adult support</li> <li>• Identify preferences</li> <li>• Begin to demonstrate an understanding of rules</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.2 Participates in communal activities.  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Assist adults with daily routines and responsibilities</li> <li>• Choose simple daily tasks from a list of jobs in the learning environment</li> <li>• Begin to initiate helping tasks</li> <li>• Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve</li> <li>• Begin to understand the relationship between people and their community</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.2 Participates in communal activities.  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.  SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate willingness to work together to accomplish tasks</li> <li>• Identify simple tasks within the home, learning environment, or community</li> <li>• Provide leadership in completing daily tasks</li> <li>• Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve</li> <li>• Recognize and have language to describe when something is unfair</li> <li>• Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.  SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.  SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K.C.1 Give examples of classroom and school rules, and explain the importance of following these rules to ensure order and safety.</li> <li>• K.C.2 Give examples of how to be a responsible family member and member of a group.</li> </ul>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b></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> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p>
<b>Domain: Student Wellbeing</b>	
<b>Student Wellbeing Early Learning Standard 1: Sense of Self</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	
<b>Standard:</b> SW1.1: Demonstrate self awareness and confidence	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Respond to own name</li> <li>• Show interest in choices available in learning environment (e.g., explore books, soft blocks)</li> <li>• Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Identify image of self</li> <li>• Say own name</li> <li>• Show knowledge of own abilities</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Use gestures and actions to reference self in conversation</li> <li>• Demonstrate use of personal pronouns</li> <li>• Show sense of self-satisfaction with own abilities and preferences</li> <li>• Begin to show independence by occasionally resisting adult control</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1a.3 Name self and names basic body parts.</p>

<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Recognize self as a unique individual</li> <li>• Describe personal characteristics</li> <li>• Show sense of self satisfaction with own abilities, preferences, and accomplishments</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1a.3 Name self and names basic body parts.</p> <p>SED 1a.4 Identifies characteristics of self.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify self as a unique member of a group that fits into a larger world picture</li> <li>• Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks</li> <li>• Show independence in own choices</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></p> <p>SED 1a.3 Name self and names basic body parts.</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>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.M.3 Recognize and demonstrate an understanding of self confidence in attempting new skills.</li> <li>• K-2.M.4 Develop confidence, with the support of adult educators, when participating in the learning environment.</li> <li>• K-2.LS.4 Identify personal interests and preferences.</li> <li>• K-2.SE.4 Begin exploring both the similarities and differences between self and others.</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b></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>SED 1a.6 Identifies own strengths and personal talents.</p>
<p><b>Standard:</b> SW1.2: Demonstrate identification and expression of emotions</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Communicate to express pleasure or displeasure</li> <li>• Seek adults to help ease displeasure once communicated</li> <li>• Use cues to signal overstimulation</li> <li>• Respond positively to adults who provide comfort</li> <li>• Use sounds and body to express feelings</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b></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>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Communicate feelings and emotions</li> <li>• Seek adults for comfort when needed and communicated</li> <li>• Express emotion toward a familiar person</li> <li>• Imitate comforting behaviors of caregivers</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b></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>

<ul style="list-style-type: none"> <li>• Use sounds, gestures, and actions to express feelings</li> </ul>	
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Express both positive and negative feelings about participating in activities</li> <li>• Observe a peer's emotion and approach a familiar adult to communicate concern</li> <li>• Demonstrate empathy to another child</li> <li>• Begin to use words to express feelings</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Recognize own emotions and the emotions of others</li> <li>• Seek adults for emotional support and guidance</li> <li>• Use combination of words, phrases, and actions to express feelings</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.2 Shows a range of emotions with facial expressions and gestures.  SED 1d.3 Recognizes and names a few personal feelings.  SED 1a.4 Identifies characteristics of self.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify own emotions and the emotions of others</li> <li>• Express and accurately respond to emotions of self and others</li> <li>• Predict reactions from others</li> <li>• Effectively use sentences and actions to express feelings</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.3 Recognizes and names a few personal feelings.  SED 1d.4 Identifies and describes personal feelings.  SED 1d.5 Recognizes that feelings can change.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators</li> <li>• K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.</li> <li>• HW K-2.4.3 Express needs, wants, and feelings in a healthy way</li> </ul>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.4 Identifies and describes personal feelings.  SED 1d.5 Recognizes that feelings can change.  SED 1a.6 Identifies own strengths and personal talents.</p>
<b>Student Wellbeing Early Learning Standard 2: Self-Regulation</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	
<b>Standard:</b> SW2.1: Demonstrate self control	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Develop an awareness of transitions, schedules, and routines</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.</p>

<ul style="list-style-type: none"> <li>with adult prompts</li> <li>• Develop self soothing when an adult provides comfort techniques</li> <li>• Express desires and feeling by using gestures and actions</li> </ul>	<p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Follow simple routines with adult support</li> <li>• Self-soothe with adult support</li> <li>• Demonstrate the beginnings of impulse control with adult support</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  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>Older Toddler</p> <ul style="list-style-type: none"> <li>• Follow simple routines with adult support</li> <li>• Begin to self soothe independently</li> <li>• Manage some impulses with adult support</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Manage transitions and adapt to changes in schedules, routines, and situations with adult support</li> <li>• Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed</li> <li>• Manage a range of impulses with adult support</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  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.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Manage transitions and adapt to changes in schedules, routines, and situations independently</li> <li>• Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed</li> <li>• Manage a range of impulses</li> <li>• Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  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.  SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.SE.1 Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.</li> <li>• K-2.SE.2 Begin to take responsibility for classroom roles and role as a learner.</li> <li>• K-2.WE.1 Recognize and understand the components of</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.  SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.  SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p>



self-discipline.	
<b>Student Wellbeing Early Learning Standard 3: Conflict Resolution</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support conflict resolution and conflict management	
<b>Standard:</b> SW3.1: Demonstrate conflict resolution	
<b>Infant</b> <ul style="list-style-type: none"> <li>• Show awareness of possible conflict by demonstrating distress</li> <li>• Respond positively to adult when comforted following possible observed conflict</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> 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.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>• Engage in conflict with peers regarding possession of items</li> <li>• Imitate how others solve conflicts</li> <li>• Experiment with trial and error approaches to solve simple problems and conflicts</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> 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.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• Engage in simple conflict resolution strategies with adult support</li> <li>• Begin to use language skills instead of physical force to resolve conflicts</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> 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.
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>• Negotiate to resolve social conflicts with peers with modeling and support</li> <li>• Use words during a conflict instead of physical force</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> 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. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
<b>Older Preschool</b> <ul style="list-style-type: none"> <li>• Independently initiate conflict resolution strategies with peers and seek adult support when necessary</li> <li>• Begin to use "I feel" statements with adult support when managing conflict with others</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> 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. SED 4a.5 Uses previous knowledge to determine which

	solution to try first when solving a problem.
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.</li> <li>• K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.</li> <li>• HW K-2.4.7 Identify and explain healthy strategies to manage and resolve conflict.</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            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.            SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p>
<b>Student Wellbeing Early Learning Standard 4: Building Relationships</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support social development and engagement with others.	
<b>Standard:</b> SW4.1: Demonstrate relationship skills	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Engage in simple social interactions with adults (e.g., respond to adult smile)</li> <li>• Exhibit caution of unfamiliar adults</li> <li>• Use key adults as a secure base when exploring the learning environment</li> <li>• Notice other children in their learning environment</li> <li>• Engage in onlooker play</li> <li>• Begin to exhibit skills in solitary play</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>            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.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>            SED 3b.1 Notices, responds to and looks at peers.            SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>            SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.            SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>            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>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Engage in social interactions with familiar adults</li> <li>• Show feelings of security with familiar adults</li> <li>• Seek adult assistance with challenges, but may refuse help and may say no</li> <li>• Use social referencing when encountering new experiences</li> <li>• Observe friendship skills in the learning environment</li> <li>• Engage in solitary play</li> <li>• Begin to exhibit skills in parallel play</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  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.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.  SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.  SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  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>Older Toddler</p> <ul style="list-style-type: none"> <li>• Stay connected with familiar adults</li> <li>• Separate from familiar adults in a familiar setting with minimal distress</li> <li>• Ask for adult assistance when having difficulty in a social situation</li> <li>• Imitate and model friendship skills</li> <li>• Engage in parallel play</li> <li>• Begin to exhibit skills in associative play</li> <li>• Notice when a family member or child in their environment is not present</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  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.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  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><b>SED 3c Social relationships: Participates cooperatively in groups</b></p>

	<p>SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Accept compromises when suggested by a peer or adult</li> <li>• Gauge response based on the facial expressions of others</li> <li>• Request and accept guidance from familiar adults</li> <li>• Exhibit age appropriate friendship skills to engage in effective play and learning experiences</li> <li>• Engage in associative play</li> <li>• Participate in cooperative play experiences with some adult guidance</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> 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. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> 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. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.2 Explores different facial expressions, such as in</p>

	<p>pictures.</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>Older Preschool</p> <ul style="list-style-type: none"> <li>• Accept compromises when suggested by a peer or adult</li> <li>• Gauge response based on the facial expressions of others</li> <li>• Show care and concern for familiar adults and peers using more complex words and actions</li> <li>• Maintain consistent friendships</li> <li>• Engage in cooperative play experiences for sustained periods of time</li> <li>• Form connections across diverse Begin to exhibit backgrounds</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p>SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.3 Joins a group and participates in an activity when asked.</p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></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</p>

	<p>certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.</li> <li>• K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.</li> <li>• K-2.SE.4 Begin exploring both the similarities and differences between self and others.</li> <li>• K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.</li> <li>• HW K-2.4.4 Model ways to treat people with kindness and respect.</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p>SED 3a.6 Identifies trusted adults in the community and describes when to seek help.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p>SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p> <p>SED 3b.6 Describes personal friendships and meaningful relationships.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p>SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></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> <p>SED 3d.6 Explains how self and others may feel similar or</p>

	different in a variety of situations and explains why.
<b>Domain: Approaches to Play and Learning</b>	
<b>Approaches to Play and Learning Standard 1: Initiative and Exploration</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	
<b>Standard:</b> APL1.1: Demonstrate initiative and self-direction	
Infant <ul style="list-style-type: none"> <li>• Respond to a stimulating learning environment</li> <li>• Begin to demonstrate curiosity/interest in surroundings</li> <li>• Display eagerness and delight in self, others, and surroundings</li> </ul>	<b>SED 1b Self-Awareness: Expresses needs and preferences</b> 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.
Younger Toddler <ul style="list-style-type: none"> <li>• Show interest in what others are doing</li> <li>• Select desired object from several options</li> <li>• Demonstrate curiosity/interest in new objects, experiences, and people</li> </ul>	<b>SED 1b Self-Awareness: Expresses needs and preferences</b> 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.
Older Toddler <ul style="list-style-type: none"> <li>• At times, initiate new tasks</li> <li>• Verbally express desire to complete task by self</li> <li>• Independently select and use materials</li> </ul>	<b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.
Younger Preschool <ul style="list-style-type: none"> <li>• Initiate new tasks by self</li> <li>• With support, use a variety of resources to explore materials and ideas</li> <li>• Explore and manipulate familiar objects in new and imaginative ways</li> </ul>	<b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.
Older Preschool <ul style="list-style-type: none"> <li>• Take initiative to learn new concepts and try new experiences</li> <li>• Seek and gather new information to plan for projects and</li> </ul>	<b>SED 1b Self-Awareness: Expresses needs and preferences</b>

activities	<p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 1b.5 Describes and compares preferences of self and others.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.WE.2 Understand what it means to have independence and take basic instruction.</li> <li>• K-2.LS.13 Participate in class discussions and activities.</li> </ul>	<p><b>SED 1b Self-Awareness: Expresses needs and preferences</b></p> <p>SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 1b.5 Describes and compares preferences of self and others.</p> <p>SED 1b.6 Expresses and advocates for one's needs or personal preferences.</p>
<b>Standard:</b> APL1.2: Demonstrate interest and curiosity as a learner	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Show budding interest in how objects work</li> <li>• Try a variety of approaches to get desired outcomes</li> <li>• Prefer to keep a familiar adult in close proximity while exploring</li> <li>• Physically explore new ways to use objects and observe results</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Ask questions about familiar objects, people, and experiences</li> <li>• Demonstrate curiosity and interest in new objects, experiences, and people</li> <li>• Explore and manipulate familiar objects in the learning environment</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Ask questions about novel objects, people, and experiences</li> <li>• Demonstrate enthusiasm for new learning (may be within familiar contexts)</li> <li>• Use active exploration to solve a problem</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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>
Younger Preschool	<b>SCI 1a Investigation &amp; Inquiry: Asks questions and</b>

<ul style="list-style-type: none"> <li>• Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks</li> <li>• Communicate a desire to learn new concepts or ideas</li> <li>• Exhibit willingness to try new experiences</li> <li>• Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration</li> </ul>	<p><b>makes predictions.</b></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 1a.4 When given a question, guesses a possible answer or outcome.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks</li> <li>• Communicate a desire to learn new concepts or ideas</li> <li>• Exhibit willingness to try new experiences</li> <li>• Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2.M.2 Understand mistakes as a normal part of the learning process.</li> <li>• K-2.M.3 Recognize and demonstrate an understanding of self confidence in attempting new skills.</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></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 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p>
<b>Approaches to Play and Learning Standard 2: Flexible Thinking</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.	
<b>Standard:</b> APL2.1: Demonstrate development of flexible thinking skills during play	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Manipulate objects and imitate actions observed</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.1 Shifts attention from one person or thing to another.</p>



	ATL 2a.2 Shifts attention from one task to another with prompting and adult support.
Younger Toddler <ul style="list-style-type: none"> <li>• Use objects for real or imagined purposes</li> </ul>	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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.
Older Toddler <ul style="list-style-type: none"> <li>• Substitute one object for another in pretend play or pretend with objects that may or may not be present</li> <li>• Show creativity, inventiveness, and flexibility in approach to play with adult guidance</li> </ul>	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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.
Younger Preschool <ul style="list-style-type: none"> <li>• Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance</li> <li>• Begin to demonstrate flexibility in approach to play and learning</li> <li>• Adjust approach to task to resolve difficulties with adult support</li> </ul>	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.
Older Preschool <ul style="list-style-type: none"> <li>• Demonstrate analysis, innovation, imagination, and creativity to solve a problem</li> <li>• Develop recovery skills from setbacks and differences in opinion in a group setting</li> </ul>	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Kindergarten Standard <ul style="list-style-type: none"> <li>• K-2.M.2 Understand mistakes as a normal part of the learning process.</li> <li>• K-2.LS.15 Utilize imagination and identify patterns.</li> </ul>	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p>ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.</p>
<b>Approaches to Play and Learning Standard 3: Attentiveness and Persistence</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	
<b>Standard:</b> APL3.1: Demonstrate development of sustained attention and persistence	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Examine objects for brief periods of time</li> <li>• Express discomfort when needs are not met</li> <li>• Repeat actions to make something happen again</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            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.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>            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>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Jointly attend to a book with an adult for several minutes</li> <li>• Engage and persist with an activity, toy, or object, but is easily distracted</li> <li>• Engage for longer periods of time when trying to work through tasks</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            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.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>            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>Older Toddler</p> <ul style="list-style-type: none"> <li>• Attend to a book for longer periods of time (jointly or independently)</li> <li>• Focus on activity for short periods of time despite distractions</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            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>

<ul style="list-style-type: none"> <li>Repeat an activity many times in order to master it, even if setbacks occur</li> </ul>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b>          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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Independently attend to a book from beginning to end</li> <li>Demonstrate ability to delay gratification for short periods of time</li> <li>Follow through on an activity to completion</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          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.          ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          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.          ATL 1b.4 Practices or repeats an activity until successful.          Expresses delight over a successful project.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Independently attend to a book from beginning to end</li> <li>Focus on activity with deliberate concentration despite distractions and/or temptations</li> <li>Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress</li> <li>Persist in trying to complete a task after previous attempts have failed</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          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.          ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          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.          ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-2.WE.3 Understand what it means to persevere.</li> <li>K-2.LS.14 Listen to and follow classroom procedures.</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          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</p>

	<p>there are distractions. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b> 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. ATL 1b.6 Persists on a challenging activity independently.</p>
<b>Approaches to Play and Learning Standard 4: Social Interactions</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others	
<b>Standard:</b> APL4.1: Demonstrate development of social interactions during play	
<p>Infant</p> <ul style="list-style-type: none"> <li>Engage in onlooker play</li> <li>Begin to exhibit skills in solitary play</li> <li>Show interest in children who are playing nearby</li> <li>Engage in simple social interactions with others (e.g., respond to smile)</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Engage in solitary play</li> <li>Begin to exhibit skills in parallel play</li> <li>Show preference for certain peers over time although these preferences may shift</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Engage in parallel play</li> <li>Begin to exhibit skills in associative play</li> <li>Participate in play activities with a small group of children for short periods of time</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Engage in associative play</li> <li>Participate in cooperative play activities with some adult</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>

<p>guidance</p> <ul style="list-style-type: none"> <li>Participate in play activities with a small group of children</li> </ul>	<p>ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation</li> <li>Demonstrate cooperative behavior, such as turn-taking, in interactions with others</li> <li>Begin to accept and share leadership</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b></p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p>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>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-2.LS.2 Use speaking skills in different settings.</li> <li>K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.</li> <li>K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b></p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p>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> <p>ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.</p>
<b>Domain: Creative Arts</b>	
<b>Creative Arts Early Learning Standard 1: Music</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	
<b>Standard:</b> CA1.1: Demonstrate creative music expression	
<p>Infant</p> <ul style="list-style-type: none"> <li>Respond to music by moving own body</li> <li>Participate in diverse musical genres and styles</li> <li>Experiment with vocalizations and sounds</li> <li>React to familiar songs or music</li> </ul>	<p><b>CA 1a Music: Expresses through music</b></p> <p>CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b></p> <p>CA 1b.1 Responds to rhythm.</p>

	<p>CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.  CA 1c.2 Responds to changes in sound, volume or melody.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Respond to music by moving own body</li> <li>• Participate in diverse musical genres and styles</li> <li>• Imitate sounds using voice or objects</li> <li>• Sing along to familiar songs</li> <li>• Respond to rhythmic patterns with objects</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.  CA 1c.2 Responds to changes in sound, volume or melody.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Respond to music by moving own body</li> <li>• Participate in diverse musical genres and styles</li> <li>• Sing familiar songs</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  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><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.2 Responds to changes in sound, volume or melody.  CA 1c.3 Understands the difference between singing and speaking voices.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Sing songs that use the voice in a variety of ways</li> <li>• Produce rhythmic patterns in music</li> <li>• Describe feelings and reactions in response to diverse musical genres and styles</li> <li>• Listen and respond to music</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  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.  CA 1a.4 Uses voice, common objects or instruments to</p>

<ul style="list-style-type: none"> <li>Participate in experiences with musical instruments and singing to express creativity</li> </ul>	<p>create music. Identifies self as a musician.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.  CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.2 Responds to changes in sound, volume or melody.  CA 1c.3 Understands the difference between singing and speaking voices.  CA 1c.4 Controls voice to mimic the melodic direction.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Sing songs that use the voice in a variety of ways</li> <li>Produce rhythmic patterns in music</li> <li>Describe feelings and reactions in response to diverse musical genres and styles</li> <li>Respond to changes heard in music</li> <li>Use familiar rhymes, songs, chants, and musical instruments to express creativity</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  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.  CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.3 Claps to beat. May not always be consistent.  CA 1b.4 Claps along to simple rhythm patterns.  CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.3 Understands the difference between singing and speaking voices.  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>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-2(LR.5.2.1) Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary</li> <li>K-2(LR.4.2.1) Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.  CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.  CA 1a.6 Communicates ideas by creating rhythm or melody.</p>



<ul style="list-style-type: none"> <li>• K-2(P.8.2.1) Accurately play a variety of classroom instruments alone and with others using appropriate technique.</li> <li>• K-2(CN.2.2.1) Identify music concepts and explore ways they are used in other disciplines.</li> <li>• K-2(CN.3.2.1) Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.</li> </ul>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.4 Claps along to simple rhythm patterns.  CA 1b.5 Repeats simple rhythm patterns.  CA 1b.6 Creates simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b>  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.  CA 1c.6 Controls pitch when singing a familiar song.</p>
<b>Creative Arts Early Learning Standard 2: Dance</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support creative expression through movement.	
<b>Standard:</b> CA2.1: Demonstrate creative movement expression	
Infant <ul style="list-style-type: none"> <li>• Respond to music with body movements</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.1 Moves body in a variety of ways.  CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p>
Younger Toddler <ul style="list-style-type: none"> <li>• Use whole body to respond to music</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.1 Moves body in a variety of ways.  CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p>
Older Toddler	<b>CA 2a Dance &amp; Movement: Expresses through dance</b>

<ul style="list-style-type: none"> <li>• Use dance for self-expression</li> </ul>	<p>CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Convey ideas and emotions through creative movement expression (with or without music)</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.2 Uses purposeful gestures and body language to communicate. 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.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.2 Moves body purposely such as by swaying or bouncing to music. 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.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Convey ideas and emotions through creative movement expression (with or without music)</li> <li>• Purposefully select movements that communicate ideas, thoughts, and feelings</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> 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 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.3 Follows the movements of others. Explores personal</p>

	<p>space and direction.</p> <p>CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• K-2(LR.6.2.3) Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.</li> <li>• DA:Cr1.1Kb Explore different ways to do basic locomotor and nonlocomotor movements by manipulating various elements of dance.</li> <li>• DA:Pr5.1.Kc Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.</li> <li>• DA:Cn10.1.Ka Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience or feelings.</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b></p> <p>CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b></p> <p>CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p> <p>CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.</p>
<b>Creative Arts Early Learning Standard 3: Visual Arts</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	
<b>Standard:</b> CA3.1: Demonstrate creative expression through the visual art process or experience	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Explore simple art materials</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></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>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Use simple art materials</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></p> <p>CA 3b.1 Explores materials using gross motor movements</p>

<ul style="list-style-type: none"> <li>Express preferences for certain art materials</li> </ul>	<p>and senses.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Enjoy repetition of materials and experiences</li> <li>Begin to explore additional art materials with adult support</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></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>Younger Preschool</p> <ul style="list-style-type: none"> <li>Use colors, lines, and shapes to communicate meaning</li> <li>Explore various art-making processes and multiple media types with adult support</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></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>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Identify and use colors, lines, and shapes found in the environment and in works of art</li> <li>Engage in self directed exploration of various art making processes and multiple media types including digital</li> <li>Share details about why they are using specific colors or materials</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</li> <li>VA:Cr1.2.Ka Engage collaboratively and/or individually in creative art making in response to an artistic problem.</li> <li>VA:Cr2.2.Ka Begin to identify safe and nontoxic art materials, tools, and equipment.</li> <li>VA:Cr3.1.Ka Explain the process of making art while creating.</li> </ul>	<p><b>CA 3b Visual Arts: Develops visual art techniques</b></p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p> <p>CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.</p>
<p><b>Standard:</b> CA3.2: Demonstrate creative expression through visual art production and presentation</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>Respond to various textures and sensory materials</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b></p> <p>CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Explore a variety of media</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b></p> <p>CA 3a.1 Expresses emotions while exploring materials.</p>

	CA 3a.2 Scribbles, colors or paints intentionally on paper.
Older Toddler <ul style="list-style-type: none"> <li>Use a variety of media</li> </ul>	<b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.
Younger Preschool <ul style="list-style-type: none"> <li>Progress in ability to create drawings, models, and other art using a variety of materials</li> <li>Develop growing ability to plan, work independently, and demonstrate care in a variety of art</li> <li>Show interest in creating and displaying individualized artwork</li> </ul>	<b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.
Older Preschool <ul style="list-style-type: none"> <li>Progress in ability to create drawings, models, and other art using a variety of materials</li> <li>Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art</li> <li>Create, save, and display individualized artwork</li> </ul>	<b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.
Kindergarten Standard <ul style="list-style-type: none"> <li>VA:Cr2.3.Ka Create art that represents natural and constructed environments.</li> <li>VA:Cn.10.1.Ka Create art that tells a story about a life experience.</li> <li>VA:Pr4.1.Ka Display and describe personal artwork.</li> </ul>	<b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.
<b>Standard:</b> CA3.3: Demonstrate creative expression through art appreciation	
Infant <ul style="list-style-type: none"> <li>Show preference for particular visual stimuli</li> </ul>	<b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.1 Explores materials using gross motor movements and senses.

	CA 3b.2 Uses hands and feet to explore a variety of media.
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Express likes or dislikes of certain colors or patterns</li> <li>Look at pictures, photographs, and illustrations</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.  CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Communicate preferences while looking at pictures, photographs, and illustrations</li> <li>Compare and contrast own creations and those of others</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.2 Uses hands and feet to explore a variety of media.  CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Observe and discuss art forms</li> <li>Reflect on differences and preferences as encounters artwork</li> <li>Share ideas about personal creative work</li> <li>Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.2 Uses hands and feet to explore a variety of media.  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>Older Preschool</p> <ul style="list-style-type: none"> <li>Observe and discuss art forms</li> <li>Reflect on differences and preferences as encounters artwork</li> <li>Share ideas about personal creative work</li> <li>Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.  CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b></p>

	<p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</li> <li>• VA: Re7.2.Ka Describe what an image represents.</li> <li>• VA:Cn11.1Ka Identify purpose of an artwork.</li> <li>• VA:Pr6.1.Ka Explore the purpose of an art museum.</li> </ul>	<p><b>CA 3 Visual Arts: Expresses through 2D and 3D visual art</b></p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b></p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p> <p>CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.</p>
<b>Creative Arts Early Learning Standard 4: Dramatic Play</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support creative expression and interaction through dramatic play.	
<b>Standard:</b> CA4.1: Demonstrate creative expression through dramatic play	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Engage in onlooker play</li> <li>• Begin to exhibit skills in solitary play</li> <li>• Begin to imitate the actions and expressions of caregivers</li> <li>• Begin to recognize that certain actions will draw responses</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p> <p>CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.1 Responds to props or puppets.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p>
Younger Toddler	<b>CA 4a Drama: Participates in dramatic and symbolic</b>



<ul style="list-style-type: none"> <li>• Engage in solitary play</li> <li>• Begin to exhibit skills in parallel play</li> <li>• Use objects as symbols for other things</li> <li>• Demonstrate simple character/animal sounds with motions</li> </ul>	<p><b>play.</b>  CA 4a.1 Imitates simple movements and facial expressions.  CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  CA 4b.1 Responds to props or puppets.  CA 4b.2 Mimics the use of familiar objects.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Engage in parallel play</li> <li>• Begin to exhibit skills in associative play</li> <li>• Spontaneously pretend to take on the characteristics of a person, character, or animal</li> <li>• Express self through dramatic play</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  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>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Engage in associative and cooperative play</li> <li>• Participate freely in dramatic play experiences that become of increased duration and complexity</li> <li>• Use a variety of props to demonstrate themes about life experiences, ideas, and feelings</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  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.  CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Engage in associative and cooperative play</li> <li>• Participate freely in dramatic play experiences that become of increased duration and complexity</li> <li>• Role play imaginary events and characters</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.3 Uses words, actions and props to pretend.  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><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</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>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• TH: Cr.1.1.Ka a. With prompting and support, invent and inhabit an imaginary place/environment in dramatic play or a guided drama experience.</li> <li>• TH: Cr.1.1.Kb b. With prompting and support, use available materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.</li> <li>• TH: Cr.2.1.Ka With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience.</li> <li>• TH: Re9.1.Ka With prompting and support, actively engage with others in dramatic play or a guided drama experience.</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4a.6 With cues, performs a simple pre-planned drama.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></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> <p>CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.</p>
<b>Domain: Physical Health and Growth</b>	
<b>Physical Health and Growth Early Learning Standard 1: Health and Safety</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support healthy, safe, and nutritious practices.	
<b>Standard:</b> PHG1.1: Demonstrate development of healthy practices	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Participate passively in health and hygiene related behaviors initiated by an adult</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p>

	<p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Participate with adult support in health and hygiene-related behaviors</li> <li>• Imitate personal health practices</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Practice health and hygiene related behaviors with reminders</li> <li>• Imitate an experience of participating in a doctor or dentist visit</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate health and hygiene-related behaviors with reminders</li> <li>• Identify the difference between sick and well</li> <li>• Engage in sociodramatic play to demonstrate the roles of medical professionals</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p>

	<p>PD 4b.2 Points to body parts when prompted.</p> <p>PD 4b.3 Identifies basic body parts.</p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate health and hygiene-related behaviors with minimal prompting</li> <li>• Communicate practices that promote healthy living and prevent illness for self and family members</li> <li>• Engage in sociodramatic play to demonstrate the roles of medical professionals</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.3 Identifies basic body parts.</p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• HW K-2.1.1 Identify that healthy behaviors affect personal health.</li> <li>• HW K-2.1.2 Recognize that there are multiple dimensions of health. (mental/emotional, intellectual, physical, environmental, and social health).</li> <li>• HW K-2.1.3 Describe ways to prevent communicable diseases.</li> <li>• HW K-2.2.1 Identify how the family and culture influence personal health practices and behaviors.</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p>PD 4b.6 When feeling sick, describe symptoms. Describes some contagious diseases.</p>
<b>Standard:</b> PHG1.2: Demonstrate development of safety practices	

<p>Infant</p> <ul style="list-style-type: none"> <li>• Use key adults as a secure base when exploring the learning environment</li> <li>• Seek reassurance from a trusted adult when encountering an unfamiliar person/object</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of danger</li> <li>• Respond to adult direction to change behavior to avoid danger or prevent injuries</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of danger</li> <li>• Recall behaviors that prevent injuries</li> <li>• Respond to adult guidance and direction regarding safety</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Identify ways to play safely</li> <li>• Follow simple safety rules while participating in activities</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.  PD 3.4 Follows safety rules and help others follow rules.  Identifies dangerous situations and seeks help.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate basic safety knowledge</li> <li>• Alert others to possible danger</li> <li>• Participate, with adult support, to develop safety rules for an activity</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.3 Follows simple safety rules and avoids danger.  PD 3.4 Follows safety rules and help others follow rules.  Identifies dangerous situations and seeks help.  PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• HW K-2.1.4 List ways to prevent common childhood injuries.</li> <li>• HW K-2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.</li> <li>• PE K.4.4.A Recognizes the established protocols for class activities</li> <li>• PE K.4.5.A Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  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.  PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p><b>Standard:</b> PHG1.3: Demonstrate development of nutrition awareness</p>	

<p>Infant</p> <ul style="list-style-type: none"> <li>Express when hungry or full</li> <li>Show food preferences</li> <li>Begin following a regular eating routine</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Express when hungry or full</li> <li>Try new foods</li> <li>Follow a regular eating routine</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>Express when hungry or full</li> <li>Make simple food choices depending on personal and cultural preference</li> <li>Communicate about various characteristics of food</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  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.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>Respond to physical cues when hungry, full, or thirsty</li> <li>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy</li> <li>Participate in preparation of a simple, healthy snack</li> <li>Express preferences about food</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  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.  PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>Respond to physical cues when hungry, full, or thirsty</li> <li>Communicate about variety and amount of food needed to be healthy</li> <li>Participate in preparation of a simple, healthy snack</li> <li>Name food and beverages that help to build healthy bodies</li> <li>Describe physical features of fruits and vegetables</li> <li>Begin to describe where fruits and vegetables come from</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  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.  PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>PE K.3.6.A Identifies health and unhealthy foods and recognizes that food provides energy for physical activity.</li> <li>HW K-2.1.1 Identify that healthy behaviors affect personal health</li> <li>K.LS.1 Describe and compare the growth and development of common living plants and animals.</li> <li>K.LS.2 Describe and compare the physical features of common living plants and animals.</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  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.  PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.</p>

<ul style="list-style-type: none"> <li>• K.LS.3 Use observation to describe patterns of what plants and animals (including humans) need to survive.</li> </ul>	
<b>Physical Health and Growth Early Learning Standard 2: Senses</b>	
<b>Learning Outcome:</b> Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	
<b>Standard:</b> PHG2.1: Demonstrate how the five senses support processing information	
<b>Infant</b> <ul style="list-style-type: none"> <li>• Manipulate objects to see what will happen</li> <li>• Use senses to explore surroundings</li> <li>• Demonstrate awareness of different textures of food</li> </ul>	<b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> 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.
<b>Younger Toddler</b> <ul style="list-style-type: none"> <li>• Try a new action with a familiar object</li> <li>• Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses</li> </ul>	<b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> 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.
<b>Older Toddler</b> <ul style="list-style-type: none"> <li>• Test objects to determine their purpose</li> <li>• Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses</li> </ul>	<b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> 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.
<b>Younger Preschool</b> <ul style="list-style-type: none"> <li>• Take things apart and attempt to put them back together</li> <li>• Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks</li> </ul>	<b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> 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



	<p>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>Older Preschool</p> <ul style="list-style-type: none"> <li>Take things apart and invent new structures using the parts</li> <li>Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></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>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>K.G.1 Compare two and three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e. g., number of sides and vertices/" corners") and other attributes (e.g., having sides of equal length).</li> <li>K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<p><b>Standard:</b> PHG2.2: Demonstrate development of body awareness and physical activity</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>Show awareness of own body and start to move intentionally</li> <li>Interact with adults in physical activities</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.1 Explores body parts, such as hands and feet.</p> <p>PD 4b.2 Points to body parts when prompted.</p>

<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Identify basic body parts</li> <li>• Use trial and error to discover how the body and objects move through space</li> <li>• Use simple movement skills to participate in active physical play</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Identify basic body parts</li> <li>• Demonstrate awareness of own body in space and in relationship to objects</li> <li>• Participate in active physical play and structured activities requiring spontaneous and instructed body movements</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Identify and describe function of body parts</li> <li>• Demonstrate awareness of own body in relation to other people and objects through play activities</li> <li>• Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time</li> <li>• Demonstrate basic understanding that physical activity helps the body grow and be healthy</li> <li>• Begin to recognize the relationship between moving your body fast and how your body responds to this movement</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Identify and describe function of body parts</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and</b></p>

<ul style="list-style-type: none"> <li>• Demonstrate awareness of own body in relation to other people and objects through play activities</li> <li>• Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time</li> <li>• Demonstrate basic understanding that physical activity helps the body grow and be healthy</li> <li>• Begin to recognize the relationship between moving your body fast and how your body responds to this movement</li> </ul>	<p><b>dressing</b>  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.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.3 Identifies basic body parts.  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>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• PE K.2.2.A Travels in three different pathways (such as moving in various patterns: straight, curved).</li> <li>• PE K.2.3.A Travels in general space with different speeds (such as traveling at various speeds in skill development activities).</li> <li>• PE K.3.3.A Recognize that when you move fast, your heart beats faster and you breathe faster.</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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.  PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  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.  PD 4b.6 When feeling sick, describe symptoms. Describes some contagious diseases.</p>
<p><b>Physical Health and Growth Early Learning Standard 3: Motor Skills</b></p>	
<p><b>Learning Outcome:</b> Early learners develop foundational skills that support the development of fine and gross motor coordination.</p>	
<p><b>Standard:</b> PHG3.1: Demonstrate development of fine and gross motor coordination</p>	
<p>Infant</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and</b></p>

<ul style="list-style-type: none"> <li>• Demonstrate hand eye coordination and participate in a variety of activities to enhance coordination</li> <li>• Begin to develop coordination and balance, often with support</li> <li>• Develop control of head and back, progressing to arms and legs</li> </ul>	<p><b>balance of large muscles</b>  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.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>  PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Gain control of hands and fingers</li> <li>• Begin to develop coordination and balance, requiring less support</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  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.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>  PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Use hand-eye coordination to manipulate smaller objects with increasing control</li> <li>• Develop coordination and balance</li> <li>• Develop gross motor control for a range of physical activities</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>  PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Refine grasp to manipulate tools and objects</li> <li>• Demonstrate coordination and balance</li> <li>• Coordinate movements to perform a task</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. 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><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Perform fine motor tasks that require small muscle strength and control</li> <li>• Demonstrate coordination and balance in a variety of activities</li> <li>• Coordinate movements to perform a complex task</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p>

<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>Standard 1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.</li> <li>PE K.1.1.A through K. 1.5.A</li> <li>PE K.1.7.A through K. 1.16.A</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  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.  PD 1.6 Changes direction and speed of movement.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>  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.  PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.</p>
<p><b>Standard:</b> PHG3.2: Demonstrate development of oral motor skills</p>	
<p>Infant</p> <ul style="list-style-type: none"> <li>Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>Demonstrate continual progression in oral muscle tone,</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p>

<p>strength, and range of motion, leading to more complex oral movement and control</p>	<p>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><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> 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><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> 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>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p>



	<p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b></p> <p>LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b></p> <p>LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b></p> <p>LLD 2d.2 Repeats words heard frequently in environment.</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b></p> <p>LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2b.5 Engages in conversations through multiple exchanges.</p>

	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  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.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>HW K-2.7.1 Identify character traits and behaviors of a healthy and safe person.</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  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.  LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.  LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.  LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks</p>

	<p>what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<b>Physical Health and Growth Early Learning Standard 4: Personal Care</b>	
<b>Learning Outcome:</b> Early learners develop foundational skills that support the independent care of one's self.	
<b>Standard:</b> PHG4.1: Demonstrate increased independence in personal care routines*	
<p>Infant</p> <ul style="list-style-type: none"> <li>• Participate passively in dressing and undressing self</li> <li>• Help with self feeding</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.1 Explores body parts, such as hands and feet.</p> <p>PD 4b.2 Points to body parts when prompted.</p>
<p>Younger Toddler</p> <ul style="list-style-type: none"> <li>• Show interest in assisting with personal body care practices</li> <li>• Show interest in assisting with dressing and undressing self</li> <li>• Able to feed self with some assistance</li> <li>• Exhibit beginning awareness of toileting needs</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.1 Explores body parts, such as hands and feet.</p> <p>PD 4b.2 Points to body parts when prompted.</p>

<p>Older Toddler</p> <ul style="list-style-type: none"> <li>• Participate with adult support in personal body care practices</li> <li>• Participate with adult support in dressing and undressing self</li> <li>• Communicate toileting needs</li> <li>• Able to feed self with minimal assistance</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.</p>
<p>Younger Preschool</p> <ul style="list-style-type: none"> <li>• Attend to personal body care practices with reminders</li> <li>• Independently feed self</li> <li>• Independently dress and undress self</li> <li>• Independently attend to toileting needs</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p>Older Preschool</p> <ul style="list-style-type: none"> <li>• Attend to personal body care practices with minimal adult support</li> <li>• Independently feed self using utensils</li> <li>• Independently dress and undress self</li> <li>• Independently attend to toileting needs</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  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.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.  PD 4b.5 Explains how germs spread and describes simple</p>

	strategies for preventing the spread.
<p>Kindergarten Standard</p> <ul style="list-style-type: none"> <li>• HW K-2.2.1 Identify how family and culture influence personal health practices and behaviors.</li> <li>• HW K-2.7.1 Identify character traits and behaviors of a healthy and safe person.</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p>PD 4b.6 When feeling sick, describe symptoms. Describes some contagious diseases.</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
<b>SED 1 Self-Awareness</b>	<b>SED 1a Knows self and expresses confidence</b>	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.
	<b>SED 1b Expresses needs and preferences</b>	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.
	<b>SED 1c Completes tasks independently</b>	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.
	<b>SED 1d Identifies emotions</b>	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	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.
<b>SED 2 Self-Regulation</b>	<b>SED 2a Manages feelings and behavior</b>	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.
	<b>SED 2b Follows routines and transitions</b>	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.
<b>SED 3 Social Relationships</b>	<b>SED 3a Develops relationships with adults</b>	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.
	<b>SED 3b Develops relationships with peers</b>	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.
	<b>SED 3c Participates cooperatively in groups</b>	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.
	<b>SED 3d Identifies and respects emotions of others</b>	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.
<b>SED 4 Problem-Solving</b>	<b>SED 4a Solves problems</b>	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.
	<b>SED 4b Responsible Decision-Making</b>	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	<b>ATL 1 Attention &amp; Persistence</b>	<b>ATL 1a Attends</b>	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time 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.
		<b>ATL 1b Persists</b>	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.
	<b>ATL 2 Flexibility &amp; Play</b>	<b>ATL 2a Shows flexibility</b>	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.
		<b>ATL 2b Engages in play</b>	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	<b>PD 1 Gross Motor</b>	<b>PD 1 Builds strength, coordination and balance of large muscles</b>	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.
	<b>PD 2 Fine Motor</b>	<b>PD 2 Builds strength and coordination of small movements</b>	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.
	<b>PD 3 Safety</b>	<b>PD 3 Demonstrates safe practices</b>	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.
	<b>PD 4 Personal Care</b>	<b>PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>	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.
		<b>PD 4b Understands bodily functions</b>	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.
	<b>PD 5 Nutrition</b>	<b>PD5 Follows healthy nutrition routines</b>	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> <div>Mathematics</div> <div> </div> </div>	<b>M 1 Number Sense</b>	<b>M 1a Verbally counts numbers</b>	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.
		<b>M 1b Identifies and writes numerals</b>	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.
		<b>M 1c Counting one-to-one, and composing and decomposing numbers</b>	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.
		<b>M 1d Number Quantities and Comparison</b>	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.
		<b>M 1e Addition and Subtraction</b>	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.
	<b>M 2 Spatial Awareness</b>	<b>M 2a Understands how objects move in space</b>	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.
		<b>M 2b Determines object location</b>	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.
	<b>M 3 Shapes</b>	<b>M 3 Identifies shapes and their characteristics</b>	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.
	<b>M 4 Measurement</b>	<b>M 4a Measures and Estimates</b>	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.
		<b>M 4b Compares and Orders</b>	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.
	<b>M 5 Patterns</b>	<b>M 5 Copies, Creates, and Extends Patterns</b>	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.
	<b>M 6 Classification</b>	<b>M 6 Sorts and graphs</b>	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
 <b>Science</b>	<b>SCI 1 Investigation &amp; Inquiry</b>	<b>SCI 1a Asks questions and makes predictions</b>	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.
		<b>SCI 1b Observes, describes and records</b>	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.
	<b>SCI 2 Natural &amp; Earth Science</b>	<b>SCI 2a Understands living and nonliving things</b>	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.
		<b>SCI 2b Demonstrates knowledge of Earth's environment</b>	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.
	<b>SCI 3 Physical Science</b>	<b>SCI 3a Explores forces and motion</b>	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.
		<b>SCI 3b Explores the physical properties of materials</b>	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.
	<b>SCI 4 Technology</b>	<b>SCI 4 Uses tools and technology to perform tasks</b>	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.
 <b>Social Studies</b>	<b>SS 1 Culture &amp; Community</b>	<b>SS 1a Identifies community and family roles</b>	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.
		<b>SS 1b Explores and respects cultures and traditions</b>	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.
		<b>SS 1c Respects diversity</b>	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.
	<b>SS 2 Civics &amp; Economics</b>	<b>SS 2a Follows rules, limits and expectations</b>	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.
		<b>SS 2b Understands concepts of money and economics</b>	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.
	<b>SS 3 Geography</b>	<b>SS 3a Identifies types of places</b>	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.
		<b>SS 3b Interacts with maps</b>	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.
	<b>SS 4 History &amp; Sense of Time</b>	<b>SS 4 Develops sense of time</b>	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.