



*Alignment of the*  
**Experience Developmental  
Continuum of Skills**  
*with*  
**Maryland Early Learning  
Standards (0-48 months)**





## The Experience Developmental Continuum of Skills

This document details the alignment of the **Maryland Early Learning Standards (0-48 months)**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

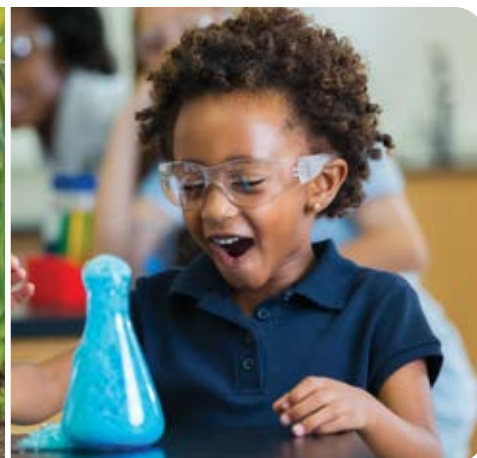
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Social and Emotional Development	
SE.RA: Relationships With Adults	
SE.RA.1: Initiates and engages in interactions with familiar adults.	
<p>Infants around 8 months</p> <p>Shows recognition of familiar adults by smiling, reaching for, or turning their head toward a familiar voice. Initiates interactions and seeks proximity to familiar adults.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>
<p>Younger Toddlers around 18 months</p> <p>Participates in shared experiences, such as routines or games, with a familiar adult. Explores their environment with a familiar adult present.</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Interacts with familiar adults in more complex exchanges, such as communicating about ideas.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p>
<p>Pre-K3 around 48 months</p> <p>Engages in extended reciprocal interactions with adults that have a specific focus or goal, such as participating in cooperative activities or problem-solving.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.  SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p>
SE.RA.2: Develops close relationships with familiar adults who provide consistent care.	
<p>Infants around 8 months</p> <p>Initiates interactions and seeks close proximity to caregiving adults.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>

<p>Younger Toddlers around 18 months</p> <p>Looks to and shows a preference for familiar caregiving adults for emotional support and encouragement.</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Connects with caregiving adults and engages in positive interactions. Seeks caregiving adults for comfort, support, and help.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p>
<p>Pre-K3 around 48 months</p> <p>Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p>
SE.RC: Relationships With Children	
SE.RC.1: Initiates and engages in interactions with other children.	
<p>Infants around 8 months</p> <p>Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to the child.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers.</p>
<p>Younger Toddlers around 18 months</p> <p>Engages in simple interactions with another child.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.2 Engages in simple interactions with peers.</p>
<p>Older Toddlers around 36 months</p> <p>Approaches other children for social interaction. Initiates contact and responds to others.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>

<p>Pre-K3 around 48 months</p> <p>Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p>
SE.RC.2: Develops relationships with peers through interactions over time.	
<p>Infants around 8 months</p> <p>Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to another child.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.</p>
<p>Younger Toddlers around 18 months</p> <p>Engages with a few children on a regular basis and knows some of their names, likes, or dislikes.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.2 Engages in simple interactions with peers.</p>
<p>Older Toddlers around 36 months</p> <p>Develops friendships with a small number of children. Engages in interactions and plays with those friends more often than with other peers.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p>
SE.RC.3: Engages in play with other children.	

<p>Infants around 8 months</p> <p>(No indicator)</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.</p>
<p>Younger Toddlers around 18 months</p> <p>Plays alongside other children. Imitates simple actions of other children.</p>	<p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.2 Mimics actions of others.</p>
<p>Older Toddlers around 36 months</p> <p>Joins other children in play by interacting with the same materials or toys, playing with similar activities, and sometimes working together.</p>	<p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.3 Joins a group and participates in an activity when asked.</p>
<p>Pre-K3 around 48 months</p> <p>Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.</p>	<p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.  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>
SE.EF: Emotional Functioning	
SE.EF.1: Develops an understanding of one's own emotions.	
<p>Infants around 8 months</p> <p>Expresses basic emotions including joy, fear, surprise, anger, and sadness through voice, facial expression, or body movements.</p>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p>
<p>Younger Toddlers around 18 months</p> <p>Expresses a range of basic emotions such as joy, fear, surprise, anger, and sadness regularly in a clear, direct way.</p>	<p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>

<p>Older Toddlers around 36 months</p> <p>Begins to express a range of complex emotions including pride, empathy, guilt, and embarrassment.</p>	<p><b>SED 1d Self-Awareness: Identifies emotions</b> SED 1d.3 Recognizes and names a few personal feelings.</p>
<p>Pre-K3 around 48 months</p> <p>Uses words or gestures to identify some of their own basic and complex emotions, including happiness, sadness, anger, pride, and embarrassment.</p>	<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.</p>
SE.EF.2: Develops an understanding of the emotions of others.	
<p>Infants around 8 months</p> <p>Attends to emotional expressions 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.</p>
<p>Younger Toddlers around 18 months</p> <p>Responds to others' emotions, often by sharing the emotion.</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.</p>
<p>Older Toddlers around 36 months</p> <p>Uses words or gestures occasionally to identify emotions in others, with the support of an adult.</p>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>Pre-K3 around 48 months</p> <p>Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.</p>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
SE.EF.3: Responds with care and concern toward others.	



<p>Infants around 8 months</p> <p>Reacts to others' distress.</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.</p>
<p>Younger Toddlers around 18 months</p> <p>Responds with concern to others' distress.</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.</p>
<p>Older Toddlers around 36 months</p> <p>Expresses concern for others with words or actions. Tries to help others.</p>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>Pre-K3 around 48 months</p> <p>Shows concern for others and tries to help others with an increased range of more complex actions.</p>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.4 Explains how and why someone may be feeling a certain emotion.  SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
SE.SR: Emotional Self-Regulation	
SE.SR.1: Develops the ability to manage own emotions and their expression.	
<p>Infants around 8 months</p> <p>Vocalizes or shows visible signs of distress; calms with soothing from a familiar adult.</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.</p>
<p>Younger Toddlers around 18 months</p> <p>Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from familiar adult when distressed.</p>	<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.</p>



<p>Older Toddlers around 36 months</p> <p>Uses a range of actions to cope with distress or strong emotions, seeking comfort from adults or engaging in self-soothing.</p>	<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.</p>
<p>Pre-K3 around 48 months</p> <p>Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.</p>	<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.</p>
SE.IB: Sense of Identity and Belonging	
SE.IB.1: Develops an understanding of self in relation to others.	
<p>Infants around 8 months</p> <p>Discovers self, including body movements, feelings, and preferences, through exploration and responses of others.</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p>
<p>Younger Toddlers around 18 months</p> <p>Shows awareness of their own abilities and characteristics through actions, movement, and verbal or nonverbal communication with others.</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Identifies their own feelings, needs, characteristics, and preferences as different from others.</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.3 Name self and names basic body parts.</p>
<p>Pre-K3 around 48 months</p> <p>Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.</p>	<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.</p>
SE.IB.2: Expresses comfort and a sense of belonging with their family and other familiar people.	

<p>Infants around 8 months</p> <p>Expresses connection through vocalizations or smiling when familiar people are present.</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.1 Responds to and recognizes primary caregivers.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.1 Listens to stories or music related to cultures and traditions.</p>
<p>Younger Toddlers around 18 months</p> <p>Displays comfort and ease with familiar people while engaging in shared activities.</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.2 Participates in activities related to cultures or traditions.</p>
<p>Older Toddlers around 36 months</p> <p>Shows contentment when participating with adults and other children in activities. Anticipates shared rituals and traditions.</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p>

<p>Pre-K3 around 48 months</p> <p>Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.  SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p>
Approaches to Learning	
ATL.IC: Initiative and Curiosity	
ATL.IC.1: Shows initiative in interactions, routines, play, and other experiences.	
<p>Infants around 8 months</p> <p>Explores objects and engages in interactions with others.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.1 Shifts attention from one person or thing to another.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores and plays with objects in new ways. Participates and contributes to routines with the support of an adult.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p>Older Toddlers around 36 months</p> <p>Starts activities of interest and uses play materials to explore an idea or emerging skill without being prompted.</p>	<p><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.</p>

<p>Pre-K3 around 48 months</p> <p>Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.</p>	<p><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.            ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>
<p>ATL.IC.2: Shows curiosity and interest when engaging with new objects, people, and experiences.</p>	
<p>Infants around 8 months</p> <p>Shows interest when interacting with others and exploring objects.</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.1 Explores and manipulates materials.</p>
<p>Younger Toddlers around 18 months</p> <p>Displays excitement and interest in new objects, people, or events by attentively observing and approaching, vocalizing, or gesturing.</p>	<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>Older Toddlers around 36 months</p> <p>Seeks out information about new people, objects, and events with interest. Acts on objects, intentionally, to see what happens.</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>Pre-K3 around 48 months</p> <p>Pursues detailed information about new people, objects, and events. Approaches new experiences with interest, sometimes taking risks to try out new ideas.</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.            ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
<p>ATL.IC.3: Shows engagement and interest in play.</p>	
<p>Infants around 8 months</p> <p>Explores objects and engages in interactions with others.</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.1 Explores and manipulates materials.</p>

<p>Younger Toddlers around 18 months</p> <p>Explores objects in parallel with peers and engages in simple pretend play based on familiar everyday activities (for example, pretending to feed a baby doll).</p>	<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>Older Toddlers around 36 months</p> <p>Engages in play with peers, including pretend play, physical play (for example, running, jumping, climbing), and constructive play (for example, building with blocks, playing in the sandbox).</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>Pre-K3 around 48 months</p> <p>Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.            ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
ATL.EF: Executive Functioning	
ATL.EF.1: Develops the ability to persist in actions and behaviors.	
<p>Infants around 8 months</p> <p>Shows the ability to engage in interactions or explore objects. Repeats an action or vocalization several times to gain an adult's attention or explore an object.</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.</p>
<p>Younger Toddlers around 18 months</p> <p>Intentionally repeats actions in an effort to achieve a simple goal, even when encountering a challenge.</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b>            ATL 1b.2 Repeats actions to gain a result.</p>
<p>Older Toddlers around 36 months</p> <p>Stays engaged on tasks and tries different strategies to achieve a goal, working through challenges with an adult's support.</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.</p>

<p>Pre-K3 around 48 months</p> <p>Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.</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.</p>
<p>ATL.EF.2: Develops the ability to keep information in mind active for immediate use (working memory).</p>	
<p>Infants around 8 months</p> <p>Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            ATL 1a.1 Focuses for a short time on a person, sound or things.</p>
<p>Younger Toddlers around 18 months</p> <p>Engages in looking for objects or people that are hidden and follows simple one-step directions with adult support.</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            ATL 1a.2 Attends to what others are looking at or pointing to.</p>
<p>Older Toddlers around 36 months</p> <p>Engages in simple play and activities that require maintaining a rule or concept in mind for a brief time and follows simple two-step directions with adult support.</p>	<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.</p>
<p>Pre-K3 around 48 months</p> <p>Keeps complex two-step directions or concepts in mind and uses the information for multistep play, performing tasks, and following more complex directions, with limited adult support.</p>	<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 there are distractions.</p>
<p>ATL.EF.3: Develops the ability to manage impulses and reactions (inhibitory control).</p>	
<p>Infants around 8 months</p> <p>Vocalizes or shows visible signs of distress and calms with soothing from a familiar adult.</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>            SED 2a.1 Calms with support from caregiver.</p>

<p>Younger Toddlers around 18 months</p> <p>Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from a familiar adult when distressed.</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Occasionally manages impulsive behaviors by pausing before reacting, with frequent adult support.</p>	<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.</p>
<p>Pre-K3 around 48 months</p> <p>More consistently and independently manages impulsive behaviors by pausing before reacting.</p>	<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.</p>
<p>ATL.EF.4: Develops the ability to maintain attention and focus (sustained attention).</p>	
<p>Infants around 8 months</p> <p>Attends to people or objects of interest in the environment.</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.</p>
<p>Younger Toddlers around 18 months</p> <p>Focuses on an activity for brief periods but is easily distracted.</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.2 Attends to what others are looking at or pointing to.</p>
<p>Older Toddlers around 36 months</p> <p>Focuses on an activity and maintains attention for a moderate period of time, with adult support, even with minor distractions.</p>	<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.</p>
<p>Pre-K3 around 48 months</p> <p>Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.</p>	<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 there are distractions.</p>



ATL.EF.5: Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	
<p>Infants around 8 months</p> <p>Repeats actions and behaviors. (May try more than one approach to reach a goal.)</p>	<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>
<p>Younger Toddlers around 18 months</p> <p>Shifts focus to attend to new information or participate in new activities. Explores new and creative ways of using objects.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p>Older Toddlers around 36 months</p> <p>Adjusts actions and behaviors to solve a problem or to adapt to changes in routines, with the assistance of an adult.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches with the support of an adult.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p>ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>
Language and Literacy	
L.LU: Listening and Understanding	
L.LU.1: Attends and responds to others and develops the ability to engage in joint attention with another person.	
<p>Infants around 8 months</p> <p>Develops the ability to follow adult gaze to look at objects of interest.</p> <p>Note that a child who is blind may follow other adult cues, such as sound or touch.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.1 Turns head toward the person speaking.</p>

<p>Younger Toddlers around 18 months</p> <p>Follows another person's gaze looking back and forth between a conversational partner and an object of shared attention. Uses own gesture and language skills to direct the gaze of others.</p> <p>Note that a child who is blind may follow other adult cues, such as sound or touch.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  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>Older Toddlers around 36 months</p> <p>Attends to an object described in a conversation between two other speakers and, through only listening, learns to express a new word.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p>
<p>Pre-K3 around 48 months</p> <p>Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences over several back-and-forth exchanges or by doing a series of actions related to the conversation.</p>	<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.</p>
L.LU.2: Understands and follows directions.	
<p>Infants around 8 months</p> <p>Shows understanding when someone says familiar words related to the immediate situation.</p>	<p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.</p>
<p>Younger Toddlers around 18 months</p> <p>Follows simple one-step instructions relating to the immediate environment.</p>	<p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<p>Older Toddlers around 36 months</p> <p>Understands simple instructions with more than one part.</p>	<p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.3 Follows related two-step directions given verbally.</p>

<p>Pre-K3 around 48 months</p> <p>Follows directions with several parts, even if some of the steps refer to something that isn't in the immediate environment.</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.</p>
L.LU.3: Understands increasingly complex sentences and utterances.	
<p>Infants around 8 months</p> <p>Attends to speech, showing recognition of familiar words related to the immediate situation.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.</p>
<p>Younger Toddlers around 18 months</p> <p>Attends to longer and more complex speech, showing understanding of an increasing number of words.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  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>Older Toddlers around 36 months</p> <p>Comprehends simple sentences, phrases, and questions, which are demonstrated through words or actions.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p>
<p>Pre-K3 around 48 months</p> <p>Understands longer and more complex sentences and utterances such as wh- questions, short stories, or multiple sentences strung together.</p>	<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.</p>
L.CS: Communicating and Speaking	
L.CS.1: Uses increasingly complex grammar to communicate.	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.</p>

<p>Younger Toddlers around 18 months</p> <p>Communicates using simple words or signs, often accompanied by gestures.</p>	<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>Older Toddlers around 36 months</p> <p>Puts words together into sentences or phrases of two or three words, with the correct use of some grammar rules such as pluralization of regular words, personal pronouns (I, you, he), and regular verb conjugations (for example, I build, he builds, she is building).</p>	<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.</p>
<p>Pre-K3 around 48 months</p> <p>Uses more complex grammatical structures, such as using sentences with multiple connected clauses, speaking about the past and future, and using contractions (for example, I'm, don't).</p>	<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.</p>
<p>L.CS.2: Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.</p>	
<p>Infants around 8 months</p> <p>Communicates wants and needs through vocalizations such as cooing and babbling, facial expressions, and gestures.</p>	<p><b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.1 Uses vocalizations and gestures to communicate.</p>
<p>Younger Toddlers around 18 months</p> <p>Communicates interests, wants, and needs through a combination of gestures, signs, vocalizations, or single words.</p>	<p><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.</p> <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>Older Toddlers around 36 months</p> <p>Combines words or signs into phrases of two or three words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)</p>	<p><b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.3 Expresses likes and dislikes.</p> <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.</p>
<p>Pre-K3 around 48 months</p> <p>Uses sentences combining three or more words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)</p>	<p><b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p> <p><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.</p>
L.CS.3: Develops the capacity to speak or sign clearly.	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.1 Makes single sounds.</p>
<p>Younger Toddlers around 18 months</p> <p>Says or signs at least a few words or approximation of words that familiar adults understand.</p>	<p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.2 Communicates using one- to two-word sentences.</p>
<p>Older Toddlers around 36 months</p> <p>Speaks or signs more clearly so that familiar adults understand most of the child’s words, but speech may contain pronunciation errors.</p>	<p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.3 Communicates using two- to four-word sentences.</p>

<p>Pre-K3 around 48 months</p> <p>Speaks or signs clearly enough that most words are free of errors and can be understood both by familiar and unfamiliar adults.</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.</p>
L.CS.4: Learns to engage in conversation.	
<p>Infants around 8 months</p> <p>Coos and babbles to an adult in response to spoken language, taking turns similar to a conversation.</p>	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.</p>
<p>Younger Toddlers around 18 months</p> <p>Babbles and uses early vocabulary to respond to questions from adults.</p>	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p>Older Toddlers around 36 months</p> <p>Engages in conversations with multiple back and forth turns.</p>	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.</p>
<p>Pre-K3 around 48 months</p> <p>Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions.</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.</p>
L.VO: Vocabulary	
L.VO.1: Understands an increasing number and variety of words heard in familiar environments, play, and routines.	
<p>Infants around 8 months</p> <p>Understands a small number of words or signs for familiar people or objects, demonstrating understanding by looking at the person or object when named.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.</p>

<p>Younger Toddlers around 18 months</p> <p>Understands an increasing number of words that identify familiar people or objects used in conversation with others focused on the current place and time. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  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>Older Toddlers around 36 months</p> <p>Understands an increasing number of words used in simple sentences during conversation and play with others. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p>
<p>Pre-K3 around 48 months</p> <p>Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals). Understands increasingly longer sentences containing a variety of words. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.</p>	<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.</p>
<p>L.VO.2: Uses an increasing number and variety of words when communicating with others.</p>	
<p>Infants around 8 months</p> <p>Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment.</p> <p>Note that a child who is deaf or hard of hearing may produce sounds during early vocal play, but may not produce clear syllables such as “ba-ba-ba” around 8 months of age. A child who is learning American Sign Language will also babble by moving their hands in sign-like shapes.</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.</p>



<p>Younger Toddlers around 18 months</p> <p>Says or signs a few words to communicate about familiar objects or people.</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Older Toddlers around 36 months</p> <p>Uses an increasing number of words or signs to convey thoughts, feelings, or information, and occasionally speaks about personal past.</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.</p>
<p>Pre-K3 around 48 months</p> <p>Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.</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.</p>
<p>L.VO.3: Uses an increasing number of words to describe people and objects in the environment.</p>	
<p>Infants around 8 months</p> <p>Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment.</p> <p>Note that both hearing and Deaf children typically produce sounds during early vocal play. However, by 8 months of age, many hearing children will produce clear syllables such as “ba-ba-ba,” while this indicator appears later, or not at all, in children who are Deaf or hard of hearing.</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>Younger Toddlers around 18 months</p> <p>Uses single words to refer to objects or people in the environment, often using a word they already know to refer to a similar object.</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.2 Repeats words heard frequently in environment.</p>

<p>Older Toddlers around 36 months</p> <p>Uses simple descriptive words to talk about the characteristics of people or objects, such as size or color.</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.</p>
<p>Pre-K3 around 48 months</p> <p>Uses an increasingly wide variety of words to describe, with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow).</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.</p>
L.EL: Early Literacy	
L.EL.1: Interacts with books, developing an understanding of book-handling behaviors and print conventions.	
<p>Infants around 8 months</p> <p>Demonstrates interest in exploring and looking at picture books with an adult.</p>	<p><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.</p>
<p>Younger Toddlers around 18 months</p> <p>Interacts with books or pictures by touching them or turning pages, or naming or pointing to familiar objects and people.</p>	<p><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.</p>
<p>Older Toddlers around 36 months</p> <p>Demonstrates an understanding of book-handling behaviors such as speaking or signing while turning pages as if reading.</p>	<p><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.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates an understanding of basic print conventions and bookhandling behaviors, such as looking at the title of a book, orienting a book, and turning the pages in a single direction.</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  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>

L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	
<p>Infants around 8 months</p> <p>Attends to books, pictures, or rhymes recited by an adult.</p>	<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>Younger Toddlers around 18 months</p> <p>Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two of the words.</p>	<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>Older Toddlers around 36 months</p> <p>Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.</p>	<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>Pre-K3 around 48 months</p> <p>Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.</p>	<p><b>LLD 6a Reading Comprehension: Responds to text</b></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>
L.EL.3: Understands meaning communicated through stories, pictures, and informational books.	
<p>Infants around 8 months</p> <p>Attends to pictures and drawings while being read to by an adult.</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>Younger Toddlers around 18 months</p> <p>Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two words.</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>Older Toddlers around 36 months</p> <p>Demonstrates understanding of a book's meaning after reading. (May relate the book to something in their own life or use the new vocabulary learned from a book.)</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>Pre-K3 around 48 months</p> <p>Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate something learned in an informational text.</p>	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>L.EL.4: Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.</p>	
<p>Infants around 8 months</p> <p>Attends to pictures and drawings in books while being read to by an adult.</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.1 Opens and closes books, looks at them and points to pictures.</p>
<p>Younger Toddlers around 18 months</p> <p>Points at, says, or signs the names of familiar people, animals, or objects in a picture.</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p>
<p>Older Toddlers around 36 months</p> <p>Shows some understanding of the distinction between pictures and text, words, or letters.</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates understanding that letters or other linguistic characters (for example, Chinese hanzi) are a distinct kind of symbol that can be read to convey meaning.</p>	<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. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p>

L.EL.5: Develops ability to recognize highly familiar text and a few letters.	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<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>Younger Toddlers around 18 months</p> <p>(No indicator)</p>	<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>Older Toddlers around 36 months</p> <p>Recognizes, with modeling and support, highly familiar print in the environment (for example, their own name, product logos, STOP signs).</p>	<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>Pre-K3 around 48 months</p> <p>Names a few letters of the alphabet with adult modeling and support.</p>	<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>
L.EL.6: Develops an understanding of the sounds that make up words (phonological awareness).	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b></p> <p>LLD 3a.1 Listens to and moves to rhyming songs.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b></p> <p>LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b></p> <p>LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”</p>

<p>Younger Toddlers around 18 months</p> <p>(No indicator)</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b> 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.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p>Older Toddlers around 36 months</p> <p>(No indicator)</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b> 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.3 Shows awareness of separate words in spoken language.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.3 Engages in word and sound play through songs and games.</p>
<p>Pre-K3 around 48 months</p> <p>Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>
<p>L.EL.7: Draws or writes marks with increasing control.</p>	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.1 With adult support, makes a mark with a writing tool or other material.</p>

<p>Younger Toddlers around 18 months</p> <p>Makes marks or uncontrolled scribbles on paper using a full-fist grasp.</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.2 Makes random marks or draws with writing tools.</p>
<p>Older Toddlers around 36 months</p> <p>Scribbles with greater control and draws lines, circle-like shapes, or other deliberate marks. The child grasps the writing tool using all five fingers pointed downward toward the tip of the utensil and uses whole-arm movements.</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p>
<p>Pre-K3 around 48 months</p> <p>Produces or copies lines or approximations of letters or characters. Their letters or characters may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three- or fourfinger grasp near the tip of the writing tool and uses forearm movements.</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p>
<p>L.EL.8: Makes marks or scribbles on paper with the intention to convey meaning.</p>	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.1 Explores various tools used to write.</p>
<p>Younger Toddlers around 18 months</p> <p>(No indicator)</p>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p>Older Toddlers around 36 months</p> <p>Makes marks intended to represent a person, object, concept, or letters/ numbers, even if the image produced is not recognizable to an adult.</p>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p>



<p>Pre-K3 around 48 months</p> <p>Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawings and letters.</p>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.  LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
Early Cognition and STEAM	
C.GCD: General Cognitive Development	
C.GCD.1: Develops the ability to store, recall, and share information about people, objects, and previous experiences.	
<p>Infants around 8 months</p> <p>Recognizes differences between familiar and unfamiliar people and objects. Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.</p>	<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.</p>
<p>Younger Toddlers around 18 months</p> <p>Remembers information about recent events or interactions with people. Remembers how to use objects from a previous experience.</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Remembers information over an extended period of time with more detail.</p>	<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.”</p>
<p>Pre-K3 around 48 months</p> <p>Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.</p>	<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.</p>
C.GCD.2: Uses memories to anticipate what will happen and engages in more complex actions.	

<p>Infants around 8 months</p> <p>Anticipates simple and familiar actions or routines.</p>	<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>Younger Toddlers around 18 months</p> <p>Anticipates parts of more complicated routines (and may take action that follows the routine).</p>	<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>Older Toddlers around 36 months</p> <p>Anticipates a series of steps in a routine and remembers how to complete all steps of the routine.</p>	<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>Pre-K3 around 48 months</p> <p>Recreates a series of steps from a familiar activity or routine, or even from books or stories.</p>	<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>C.GCD.3: Observes people and imitates their behaviors, sounds, or words.</p>	
<p>Infants around 8 months</p> <p>Observes people and occasionally mimics their emotional expressions, simple gestures, and other subtle behaviors.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>
<p>Younger Toddlers around 18 months</p> <p>Attends to the actions of other people and imitates some simple actions, words, or sounds.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p>
<p>Older Toddlers around 36 months</p> <p>Imitates actions involving multiple parts. Imitates words or gestures in order to communicate.</p>	<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>Pre-K3 around 48 months</p> <p>Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>            SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.            SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p>
<p>C.GCD.4: Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.</p>	
<p>Infants around 8 months</p> <p>Becomes familiar with objects and actions through exploration.</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.</p>
<p>Younger Toddlers around 18 months</p> <p>Uses objects to represent actions with other objects.</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.</p>
<p>Older Toddlers around 36 months</p> <p>Engages in pretend play involving several ordered steps and assigned roles. Uses objects flexibly so that one object can represent multiple other objects (for example, a block becomes a car, then a cookie). Engages in pretend play by imagining an object without needing any concrete object present (for example, pretending to hold an invisible phone).</p>	<p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>            CA 4b.3 Uses realistic toys as replacements for real objects.            Distinguishes between real and pretend.</p>
<p>Pre-K3 around 48 months</p> <p>Develops an understanding of symbols and how they can be used to represent objects, actions, or ideas.</p>	<p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>            CA 4b.4 Uses an object as a replacement for a realistic prop or real object.            CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>C.MT: Mathematics</p>	
<p>C.MT.1: Develops a sense of numbers and demonstrates some basic knowledge of counting.</p>	

<p>Infants around 8 months</p> <p>Explores objects and attends to quantity.</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.1 Listens to counting songs and chants.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.1 Sees number in everyday context.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> M 1c.1 Points to objects.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.1 Watches an adult add or take away toys.</p>
<p>Younger Toddlers around 18 months</p> <p>Attends to changes in quantity when interacting with objects and uses gestures and/or basic words to refer to quantity (for example, more, all gone).</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.2 Says or sings random numbers, may be out of order.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <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]</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.2 Recognizes amounts up to two without counting.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.2 Adds to and removes objects from a group as prompted.</p>

<p>Older Toddlers around 36 months</p> <p>Uses number words to refer to numbers or quantity. Recites part of the number list or count small sets of objects but frequently makes mistakes.</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.3 Verbally counts to five.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.3 Identifies numerals up to five.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.3 Recognizes amounts up to three without counting.</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.</p>
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<p>Pre-K3 around 48 months</p> <p>Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent “how many,” and uses one-to-one correspondence to count small sets.</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.4 Verbally counts to ten.  M 1a.5 Verbally counts to twenty.</p> <p><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.</p> <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.</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.</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.</p>
<p>C.MT.2: Develops spatial understanding and explores how objects and their own bodies move and fit in space.</p>	

<p>Infants around 8 months</p> <p>Explores the movement of their own body and objects.</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.1 Tries to put one object inside another.</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.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores how objects fit together in space.</p>	<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.</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.</p>
<p>Older Toddlers around 36 months</p> <p>Understands and uses some spatial vocabulary to describe the position (for example, under, in, on) or direction (for example, up, down) of an object. Predicts how objects interact or move through space.</p>	<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.</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.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.</p>	<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 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.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>C.MT.3: Identifies and recognizes a few basic shapes.</p>	



<p>Infants around 8 months</p> <p>Explores the shape of objects.</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.1 Manipulates objects that are a variety of shapes.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores how objects of different shapes fit or do not fit together.</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.2 Matches two identical shapes.</p>
<p>Older Toddlers around 36 months</p> <p>Recognizes and matches simple shapes (for example, circles, squares, triangles) especially if they are the same size.</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>Pre-K3 around 48 months</p> <p>Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).</p>	<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.</p>
<p>C.MT.4: Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.</p>	
<p>Infants around 8 months</p> <p>Explores objects and notices similarities and differences between objects.</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.1 Notices when two objects are similar in some way.</p> <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.</p>
<p>Younger Toddlers around 18 months</p> <p>Matches two objects that are the same and/or selects objects with similar visual properties (for example, shape, color, size, material).</p>	<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.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.2 Notices things that repeat in the environment.</p>

<p>Older Toddlers around 36 months</p> <p>Matches two objects that are the same and/or selects objects with similar visual properties (for example, shape, color, size, material).</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.3 Sorts objects by one feature. [2]</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.3 Fills in the missing piece of an AB pattern.</p>
<p>Pre-K3 around 48 months</p> <p>Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.</p>	<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.</p> <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.</p>
<p>C.MT.5: Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.</p>	
<p>Infants around 8 months</p> <p>Explores objects and attends to the most noticeable properties of objects (for example, size).</p>	<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.</p> <p><b>M 4b Measurement: Compares and orders</b> M 4b.1 Picks up and puts down objects.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores objects and attends to the most noticeable properties of objects (for example, size).</p>	<p><b>M 4a Measurement: Measures and estimates</b> 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.2 Places objects in a row in any order.</p>
<p>Older Toddlers around 36 months</p> <p>Understands and uses some words to describe the measurable properties of objects such as size and length (for example, big, little, long).</p>	<p><b>M 4a Measurement: Measures and estimates</b> 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.3 Compares and orders two to three objects. Identifies the first object.</p>

<p>Pre-K3 around 48 months</p> <p>Understands and uses some words to describe the measurable properties of objects such as size and length (for example, big, little, long).</p>	<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.</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.</p>
C.STE: Science, Technology and Engineering	
C.STE.1: Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	
<p>Infants around 8 months</p> <p>Focuses attention on things that happen in the environment and explores objects through the senses and a variety of simple actions.</p>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.1 Uses senses to explore objects in an immediate environment.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores and learns about objects and events in their environment through repeated intentional actions.</p>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p>Older Toddlers around 36 months</p> <p>Explores and learns about objects and events in their environment through repeated intentional actions.</p>	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.3 Begins to name colors.</p>

<p>Pre-K3 around 48 months</p> <p>Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.</p>	<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>C.STE.2: Develops an understanding of the causes and effects of actions and events.</p>	
<p>Infants around 8 months</p> <p>Focuses attention on the effects of their actions on objects and repeats simple actions to make things happen.</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>Younger Toddlers around 18 months</p> <p>Interacts purposefully with objects to explore cause and effect.</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>Older Toddlers around 36 months</p> <p>Predicts outcomes of actions or events and identifies what caused something to happen.</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>Pre-K3 around 48 months</p> <p>Asks questions about why things happen. Explains the impact of specific actions on objects and events.</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>C.STE.3: Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.</p>	

<p>Infants around 8 months</p> <p>Focuses attention on the sounds, light, movements, and earth materials in their environment. Notices and explores their own body.</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b> SCI 2a.1 Explores immediate environment using senses.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> SCI 2b.1 Reacts to weather changes in immediate environment.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores the characteristics of living things (plants and animals) and the physical properties of materials.</p>	<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.</p> <p><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.</p>
<p>Older Toddlers around 36 months</p> <p>Explores and makes observations about familiar objects, living things (plants and animals), and materials. Makes observations about the weather and about objects in the sky (sun, moon, stars, and clouds).</p>	<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.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>

<p>Pre-K3 around 48 months</p> <p>Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.</p>	<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.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.  SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>C.STE.4: Takes action, uses tools, and carries out solutions to achieve goals or solve problems.</p>	
<p>Infants around 8 months</p> <p>Uses own actions and movements to achieve an immediate goal or solve simple problems that involve their body or objects.</p>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</p>
<p>Younger Toddlers around 18 months</p> <p>Uses repeated, intentional actions to achieve goals or solve everyday problems. Uses objects as tools, watches others for possible solutions, or gestures or vocalizes for others to help.</p>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p>Older Toddlers around 36 months</p> <p>Uses prior experience with a situation to reach goals or solve problems that are increasingly challenging. Uses tools and asks for help when needed.</p>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."</p>

<p>Pre-K3 around 48 months</p> <p>With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.</p>	<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.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>            SED 4b.4 With adult support, lists choices or solutions before making a decision.            SED 4b.5 Makes independent choices based on rules and fairness.</p>
C.A: Arts	
C.A.1: Demonstrates interest in and increasing capacity to create visual art	
<p>Infants around 8 months</p> <p>Shows interest in visual art such as pictures, photographs, or sculptures. Explores sensory materials related to visual art.</p>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>            CA 3a.1 Expresses emotions while exploring materials.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>            CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Younger Toddlers around 18 months</p> <p>Creates marks and textures* through experimentation with a variety of visual art materials.</p>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>            CA 3a.2 Scribbles, colors or paints intentionally on paper.</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.</p>
<p>Older Toddlers around 36 months</p> <p>Creates drawings and paintings and experiments with three-dimensional art (for example, collages, sculptures) using a variety of materials. Sometimes creates with the intention to represent objects, people, or scenes, although their representations may not be recognizable.</p>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>            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.3 Uses materials to create shapes and symbols.</p>

<p>Pre-K3 around 48 months</p> <p>Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.</p>	<p><b>CA 3a 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.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.  CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>C.A.2: Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.</p>	
<p>Infants around 8 months</p> <p>Attends to a variety of sounds, vocalizations, and vibrations.</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.</p>
<p>Younger Toddlers around 18 months</p> <p>Experiments with a variety of sounds, vocalizations, and vibrations using objects, instruments, or voices.</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.2 Responds to changes in sound, volume or melody.</p>



<p>Older Toddlers around 36 months</p> <p>Engages in extended exploration of vocal and instrumental music, responding to tempo (speed) and dynamics (loudness).</p>	<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.</p> <p><b>CA 1b Music: Develops rhythm</b> CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 1c Music: Develops tone</b> CA 1c.3 Understands the difference between singing and speaking voices.</p>
<p>Pre-K3 around 48 months</p> <p>Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.</p>	<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.</p> <p><b>CA 1b Music: Develops rhythm</b> 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.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>C.A.3: Develops the ability to engage in role-play.</p>	
<p>Infants around 8 months</p> <p>(No indicator)</p>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> <b>CA 4a.1 Imitates simple movements and facial expressions.</b></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.</p>

<p>Younger Toddlers around 18 months</p> <p>(No indicator)</p>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> 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.2 Mimics the use of familiar objects.</p>
<p>Older Toddlers around 36 months</p> <p>Engages in simple pretend play by themselves or with others.</p>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> 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.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Pre-K3 around 48 months</p> <p>Engages in role-play*, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.</p>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> 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> CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
Physical Well-Being and Motor Development	
P.PS: Perception and Sensory Integration	
P.PS.1: Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	
<p>Infants around 8 months</p> <p>Uses the senses to learn about objects and people in the environment.</p>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.1 Uses senses to explore environment.</p>

<p>Younger Toddlers around 18 months</p> <p>Uses sensory and perceptual information to adapt their movement and actions.</p>	<p><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.</p>
<p>Older Toddlers around 36 months</p> <p>Coordinates information across senses and adjusts their interactions with objects and materials to successfully accomplish a goal in play or daily routines.</p>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>Pre-K3 around 48 months</p> <p>Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.</p>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
P.GM: Gross Motor	
P.GM.1: Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	
<p>Infants around 8 months</p> <p>Controls head, arms, trunk, and legs, and maintains or changes their physical position.</p>	<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.</p>
<p>Younger Toddlers around 18 months</p> <p>Coordinates whole body movement to locomote (for example, crawling through a fabric tunnel, walking).</p>	<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.</p>
<p>Older Toddlers around 36 months</p> <p>Coordinates and controls large muscles to move and explore in a greater variety of ways.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<p>Pre-K3 around 48 months</p> <p>Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></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>P.GM.2: Use large muscles and whole-body movements to explore their environment and interact with others.</p>	
<p>Infants around 8 months</p> <p>Controls their head, arms, trunk, and legs to interact with objects and people.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Younger Toddlers around 18 months</p> <p>Coordinates their whole body to move to and from people, places, and objects.</p>	<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>Older Toddlers around 36 months</p> <p>Combines a variety of whole-body movements to initiate play with others.</p>	<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>Pre-K3 around 48 months</p> <p>Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></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>P.FM: Fine Motor</p>	
<p>P.FM.1: Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.</p>	

<p>Infants around 8 months</p> <p>Grasps and holds onto objects to explore their properties.</p>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>Younger Toddlers around 18 months</p> <p>Manipulates objects with increased precision and coordinates both hands at the same time to perform various simple actions on an object.</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>Older Toddlers around 36 months</p> <p>Manipulates objects with increased precision and coordinates both hands at the same time to perform various simple actions on an object.</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>Pre-K3 around 48 months</p> <p>Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.</p>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></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>P.FM.2: Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.</p>	
<p>Infants around 8 months</p> <p>Explores objects and learns about their properties.</p>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>Younger Toddlers around 18 months</p> <p>Explores using objects as a way to more efficiently complete tasks.</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>Older Toddlers around 36 months</p> <p>Adapts to using a wider variety of tools (for example, a fork, a bucket, a shovel) to complete tasks with more precision.</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>Pre-K3 around 48 months</p> <p>Uses tools to attempt to accomplish tasks that require careful attention to detail.</p>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></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.RH: Daily Routines, Health & Nutrition	
P.RH.1: Develops increasing independence around daily routines and self-care.	
<p>Infants around 8 months</p> <p>Depends on adults for help with the majority of daily activities but is responsive during personal care routines.</p>	<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>Younger Toddlers around 18 months</p> <p>Occasionally shows signs of autonomy and ability to cooperate during daily routines and wants to help others.</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p>
<p>Older Toddlers around 36 months</p> <p>Consistently demonstrates some autonomy and ability to cooperate during self-care and needs less help during daily routines.</p>	<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>Pre-K3 around 48 months</p> <p>Engages in routine self-care, such as trips to the bathroom, dressing and undressing, and toothbrushing, with limited help.</p>	<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.RH.2: Shows an interest in healthy eating habits and nutritious food.	
<p>Infants around 8 months</p> <p>Eats a variety of solid foods, including self-feeding small, soft finger foods.</p>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.1 Cries when hungry.</p>
<p>Younger Toddlers around 18 months</p> <p>Shows increased ability to feed self, using a spoon to bring food to their mouth, and chewing foods of a variety of textures.</p>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>Older Toddlers around 36 months</p> <p>Shows food preferences, including favorite foods, and picks between two foods when offered.</p> <p>Note that children may refuse to eat certain foods, even if they have eaten those foods in the past.</p>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p>Pre-K3 around 48 months</p> <p>Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.</p>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p>PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</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.	Notices 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 AABAABAAB.	Develops and explains own formula for creating a variety of patterns.
	<b>M 6 Classification</b>	<b>M 6 Sorts and graphs</b>	Notices 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.