



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Missouri Early Learning
Standards**





The Experience Developmental Continuum of Skills

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

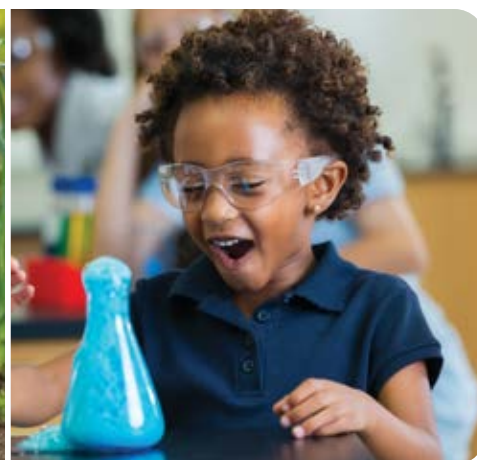
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit www.experiencecurriculum.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



SOCIAL-EMOTIONAL DEVELOPMENT	
I. Knowledge of Self: A. Exhibit Self-Awareness	
<ol style="list-style-type: none"> 1. Show respect for self 2. Develop personal preferences 3. Know personal information 	
An Infant May: -Make eye contact with a caregiver -Look at their hands and feet -Express their likes and dislikes by using gestures, facial expressions or words -Respond to their name -Show preference for familiar people, places or things	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.
A Toddler May: -Have a comfort toy or object -Express pride in their accomplishments by smiling, clapping their hands or dancing in place -Show a strong desire for independence by shaking their head, turning away or using phrases such as “Me do it.”	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and names basic body parts. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.

	SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
A Preschooler May: -Know personal information, such as their name, their age and the names of significant adults -Have a favorite song or book -Sing or read along with their favorite song or book -Take care of their basic needs, such as brushing their teeth, dressing themselves or getting a drink of water -Perform simple chores, such as feeding the dog, setting the table or putting away materials after they are done using them -Stand up for their rights and express their needs -Describe themselves using basic characteristics	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
I. Knowledge of Self: B. Develop Self-Control	
<ol style="list-style-type: none"> 1. Follow simple rules 2. Accept transitions and follow daily routines 3. Express feelings through appropriate gestures, action and language 4. Adapt to different environments 	
An Infant May: -Calm down after being spoken to, rocked or sung to with a soothing voice -Coo or babble -Seek closeness to a familiar person -Understand that some things are not okay to touch -Cry when they are hungry, tired or need a diaper change	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support.

<p>A Toddler May:</p> <ul style="list-style-type: none"> -Try to help or give comfort when others are distressed -Seek comfort from familiar adults when they are afraid -Be redirected and follow simple directions -Follow a daily routine 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Recognize and follow rules in a variety of settings, such as home, school or the grocery store -Recognize and follow safety rules -Recognize and participate in daily routines -Share in the happiness or success of others -Offer help to someone who is hurt -Separate easily from familiar adults 	<p>SED 2a Self-Regulation: Manages feelings and behavior 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>SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p>I. Knowledge of Self: C. Develop Personal Responsibility</p>	
<ol style="list-style-type: none"> 1. Care for personal and group belongings 2. Begin to accept the consequences of their own actions 	
<p>An Infant May: Not developmentally appropriate for this age</p>	
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Pick up toys with help -Put their backpack, coat or shoes in their designated spaces -Handle books carefully -Try to help clean up a spill 	<p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations.</p>

	SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
A Preschooler May: -Handle books and other objects carefully -Put away their belongings and materials -Complete their personal care routines, such as toileting, washing hands and eating -Take ownership of their actions	SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
II. Knowledge of Others: A. Build Relationships of Mutual Trust and Respect with Others	
1. Respect rights of others 2. Seek comfort and security from significant adults 3. Develop friendships 4. Use courteous words and actions 5. Respect similarities and differences among people	
An Infant May: -Recognize and smile, kick or clap to familiar adult voice -Calm to a gentle touch -Respond to familiar faces by smiling, moving hands and feet, and vocalizing -Seek attention from familiar adults -Say or use gestures, such as “hi” or “bye”	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
A Toddler May: -Share toys or objects with support from an adult -Seek help from adults -Show preference for specific children or adults -Show concern for another child who is upset -Say “please,” “thank you,” “hello” and “goodbye”	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
A Preschooler May: -Recognize that individuals have different religions, cultures, traditions and abilities -Respect the personal space of others -Use an adult as a resource -Follow adults' guidelines -Seek comfort and security from familiar adults -Play cooperatively with other children -Understand their behavior has an effect on others	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.
II. Knowledge of Others: B. Work Cooperatively with Others	
<ol style="list-style-type: none"> 1. Participate successfully as a member of a group 2. Share experiences and ideas with others 3. Begin to examine a situation from another person's perspective 4. Resolve conflicts with others 	
An Infant May: Not developmentally appropriate for this age	
A Toddler May: -Imitate others in the family or group -Interact and play with other children -Take turns with the support of an adult -Seek an adult's help when a conflict arises	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked.
A Preschooler May: -Allow others to join in play and activities	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends

<ul style="list-style-type: none"> -Participate cooperatively in large and small groups, sometimes as the leader and sometimes as a follower -Engage in conversation to express their own ideas -Express empathy Adjust plans in consideration of others -Show interest in fairness and establishing rules -Attempt to make amends 	<p>that they play with consistently.</p> <p>SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p>SED 3c Social relationships: Participates cooperatively in groups</p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>
---	--

APPROACHES TO LEARNING	
I. Approaches To Learning A. Curiosity	
<ol style="list-style-type: none"> 1. Express interest in people 2. Show interest in learning new things and trying new experiences 3. Ask questions 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Respond excitedly to people by kicking their feet, waving their arms, smiling or making noises -Consistently look at, reach for and mouth objects -Smile, coo, grunt, babble or cry to communicate 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.1 Uses senses to explore environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Observe and interact with others -Show concern for the feelings of others -Explore their environment -Practice new skills and develop independence while taking appropriate risks -Ask questions, such as “Why?” 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and</p>

	manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
A Preschooler May: -Ask about others -Develop personal interest in topics, such as trains, dinosaurs and dolls -Experiment with toys, using trial and error -Ask questions -Ask others for personal information, such as “What’s your name?”	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
I. Approaching To Learning: B. Take Initiative	
1. Initiate interaction with others 2. Make decisions independently 3. Develop independence during activities, routines and play	
An Infant May: -Smile, grunt, babble, cry and coo at familiar people -Show a preference for familiar objects, such as a favorite blanket or pacifier -Roll over Crawl, scoot or move toward others -Reach for toys and objects	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.
A Toddler May: -Request, verbally or non-verbally, for familiar adults to sing, read or play -Move or run toward familiar caregivers, friends or family members -Express likes and dislikes -Attempt to complete age-appropriate tasks, such as putting on socks and picking up toys	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
A Preschooler May:	SED 1c Self-Awareness: Completes tasks independently

<ul style="list-style-type: none"> -Participate in group activities and games -Offer to help with tasks, such as setting the table or feeding a pet -Select materials for a project -Repeatedly ask for a favorite book to be read -Hang-up personal belongings or put them in designated place -Ask a friend to join in play 	<p>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p> <p>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p>
<p>I. Approaching To Learning:</p> <p>C. Exhibit Creativity</p>	
<ol style="list-style-type: none"> 1. Try new ways of doing things 2. Use imagination to generate a variety of ideas 3. Exhibit sense of humor 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Grab or kick an object to watch what happens -Move their body in new and different ways, such as turning their head, reaching, grabbing or rolling -Giggle or laugh -Attempt to use words, sounds and gestures to express their needs -Engage in a variety of experiences, such as crawling, climbing and looking at books 	<p>ATL 2a Flexibility & Play: Shows flexibility</p> <p>ATL 2a.1 Shifts attention from one person or thing to another.</p> <p>ATL 2b Flexibility & Play: Engages in play</p> <p>ATL 2b.1 Explores and manipulates materials.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Move their body in new and different ways, such as tiptoeing, reaching, balancing and jumping -Sing Act out roles in pretend play -Create artwork with age-appropriate materials -Use objects for multiple purposes, such as using a block as a car -Laugh with adults 	<p>ATL 2a Flexibility & Play: Shows flexibility</p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</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>ATL 2b Flexibility & Play: Engages in play</p> <p>ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Complete projects differently than others -Use materials in new ways -Invent new activities and games -Suggest new rules for a familiar game -Make up jokes 	<p>ATL 2a Flexibility & Play: Shows flexibility</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>

<ul style="list-style-type: none"> -Laugh at a funny story -Make up silly songs or stories -Create new dance moves -Engage in pretend play 	<p>ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
<p>I. Approaching To Learning: D. Show Confidence</p>	
<ol style="list-style-type: none"> 1. Express ideas and opinions 2. View self as competent and has a positive self-image 	
<p>An Infant May: -Show a preference for familiar objects, such as a favorite blanket or pacifier -Follow objects with their eyes -Discover and play with their feet -Point, reach or gesture to show what they want or need -Move from one place to another by crawling, walking, rolling or pulling -Clap their hands to show excitement</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p>
<p>A Toddler May: -Use words or gestures to communicate -Choose their own clothing and dress themselves -Carry their own supplies, such as a backpack or toys -Show preference for their favorite foods -Talk and use phrases, such as "I do it."</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p>
<p>A Preschooler May: -Communicate likes and dislikes -Suggest a solution for a conflict or problem -Share ideas in a group situation, such as with family or peers -Engage in challenging gross motor activities -Build large and more complex structures -Create more complex artwork -Participate in more complex activities, such as number games, writing</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.</p>

and science experiences	SED 1b.5 Describes and compares preferences of self and others.
I. Approaching To Learning: E. Display Persistence	
<ol style="list-style-type: none"> 1. Sustain attention to a task or activity that is age-appropriate 2. Pursue challenges 3. Cope with frustration 	
An Infant May: -Repeatedly turn toward a sound or movement -Repeat actions multiple times, such as kicking a mobile and making sounds -Listen to a book -Repeatedly dump and fill containers -Repeatedly drop food from their highchair -Self-sooth by holding onto their favorite blanket or toy	ATL 1b Attention & Persistence: Persists SED 1b.1 Vocalizes or moves to express wants and needs.
A Toddler May: -Play independently for a short period of time -Attempt to complete a simple task, such as a simple puzzle or nesting cups -Attempt new physical skills	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
A Preschooler May: -Remain engaged in an activity, such as building an elaborate block structure or playing a game -Attend to a task regardless of distractions -Show understanding when a peer accidentally knocks down their block structure -Lose a game without getting upset -Persist in trying to complete a task after many attempts have failed, such as tying shoes	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Approaches To Learning	
I. Approaching To Learning: F. Use Problem-Solving Skills	
<ol style="list-style-type: none"> 1. Recognize problems 2. Try to solve problems 	

3. Work with others to solve problems	
An Infant May: Cry or vocalize to communicate their needs such hunger or sleep Reach for or kick an object or toy Comfort themselves by sucking on their finger or holding a blanket Attempt to make things work such as, a musical toy Reach for or point to desired objects, such as a cracker or toy	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.
A Toddler May: Notice when something is different or out of the ordinary Verbalize that there is a problem Ask for help Change their behavior in response to problem Attempt to take turns with others	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”
A Preschooler May: State a personal problem, such as “I can’t get my jacket zipped.” or “I can’t find the purple marker.” Anticipate potential for problems, using phrases such as “If I climb too high, I won’t be able to get down.” Recall a previous problem and the solution Participate in decision making Take turns or share with others	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
Domain: Physical Development	
I. Physical Development and Coordination A. Use Gross Motor Skills with Purpose and Coordination	

<ol style="list-style-type: none"> 1. Control body movements 2. Use large muscle movements to manipulate objects 3. Move from one point to another 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Roll, scoot or nudge to move around the environment -Roll from their back to tummy and back again -Lift their head and turn it from side to side -Bring their hands to their mouth -Sit with support “Cruise” along furniture or walls -Stand alone Walk with help and then alone -Crawl up steps and climb over low objects -Bang two objects together -Throw objects without accuracy 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Walk forwards and backwards -Straddle and ride toys without pedals -Climb on structures -Walk up and down stairs using alternating feet -Squat, stoop or bend -Jump with both feet off the floor -Try to balance on one foot -Attempt to throw, catch and kick a ball 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Walk, run, jump, gallop and hop on one foot “Stop” or “freeze” and then change directions while playing a game -Bend, stretch, turn and twist their body -Balance on one foot -Throw, kick, bounce and catch a ball -Ride a tricycle, bicycle or wheeled toy with pedals 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>I. Physical Development and Coordination</p> <p>B. Use Fine Motor Skills with Purpose and Coordination</p>	

<ol style="list-style-type: none"> 1. Use fingers and hands to accomplish fine motor tasks 2. Use tools in a functional manner 3. Exhibit coordination of facial muscles 	
An Infant May: -Hold an adult's finger -Pass an object from one hand to another -Rake objects with hands -Reach for and hold an object, such as a rattle -Use hands to feed themselves -Pick up objects with thumb and forefinger using a pincer grasp -Empty containers -Coo, smile and frown	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
A Toddler May: -Imitate finger plays -Fasten and unfasten clothing -Begin to use a spoon and fork -Turn pages of a book, one-by-one Imitate facial expression	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
A Preschooler May: -Fasten buttons, zip zippers or snap snaps independently -Build with small connecting blocks -Create art using tools, such as paintbrushes and scissors -Use writing tools Use eating utensils -Play board games -Speak clearly	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
I. Physical Development and Coordination C. Respond to Sensory Input to Function in the Environment	
<ol style="list-style-type: none"> 1. Exhibit sensory awareness 2. Exhibit body awareness 3. Exhibit spatial awareness 4. Exhibit temporal awareness 	
An Infant May: -Stare at faces or at their own feet and hands	PD 4a Personal care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing

<ul style="list-style-type: none"> -Cry or fuss when wet, soiled, tired or hungry -Follow a slow-moving object -Turn toward sound -Grab an adult's nose -Anticipate routines, such as naps and meals 	<p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Show preferences for textures and foods -Notice noises and asks questions, such as "What's that?" -Identify some body parts -Move body to rhythms -Anticipates and participates in routines 	<p>PD 4a Personal care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Use touch, sight, smell, taste and hearing to understand world -Identify many body parts -Move through the environment without bumping into people and objects -Know there are routines and schedules they must follow, such as breakfast, school time and bed time 	<p>PD 4a Personal care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>
<p>II. Health</p> <p>A. Practice Healthy Behaviors</p>	
<ol style="list-style-type: none"> 1. Show independence in personal care routines 2. Participate in daily physical activity 3. Exhibit body strength and endurance 	
<p>An Infant May:</p>	<p>PD 4a Personal Care: Implements self-care routines including rest,</p>

<ul style="list-style-type: none"> -Cry or fuss when hungry, tired or need a diaper change -Bat at objects, kick and roll over -Sit with help -Crawl, cruise, walk or run -Sit alone -Pull to stand -Play outside 	<p>toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Show signs of readiness for toileting -Wash their hands -Like to take baths and splash in water -Run, climb and ride toys with wheels -Pull and push objects -Climb stairs or stationary objects -Self-sooth to relax and sleep -Play outside 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Manage their toileting routine -Wash and dry their hands -Cover their nose and mouth when sneezing -Play on or with gross motor equipment -Engage in running, jumping and chasing -Ride pedal toys -Climb a ladder on a slide -Climb stairs with alternating steps -Tell an adult when they are tired or need to rest -Play outside 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>III. Safety</p> <p>A. Practice Safe Behaviors</p>	
<ol style="list-style-type: none"> 1. Know and follow safety rules 2. Recognize personal danger 3. Know how and when to seek help from others 	

An Infant May: -Cry when they need help or to communicate pain, hunger, discomfort or fear -Respond to warnings, such as “STOP!” “NO, NO!” and “HOT!” -Use adult as a resource or help when feeling unsafe	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
A Toddler May: -Listen to and follow directions during emergencies -Respond to warnings -Ask for adult support when the child feels discomfort, danger, anger or when conflicts occur -Use adult for a resource when feeling unsafe Shout for help	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
A Preschooler May: -Listen to and follow directions during emergencies -Participate in safety drills -Ask an adult for help -Call for help during emergencies, such as shout for an adult or call 9-1-1 -Recognize trusted adults, such as police officers and firefighters -Follow vehicle, street and public safety -Sit in a car seat Practice bike safety	PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.

LANGUAGE AND LITERACY	
I. Spoken/Expressive Language: A. Use Language to Communicate	
<ol style="list-style-type: none"> 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length 	
An Infant May: -Express their needs or wants with gestures, vocalizations or movement	LLD 2a Communication: Uses language to express information and ask/answer questions

<ul style="list-style-type: none"> -Smile, coo, grunt, babble or cry -Make a facial expression in response to others -Turn their head when vocalizing with an adult -Begin to use specific sounds for objects, such as “Ba” for bottle -Begin to string sounds together 	<p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Begin to combine two and three words in a series -Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.” -Initiate conversation and respond to adults and peers -Uses simple words during play, such as “Me the dog.” -Speak clearly part of the time 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Communicate their personal needs, preferences and feelings -Use language to pretend -Tell real and make-believe stories -Initiate and participate in conversations with adults and peers -Ask and answer questions -Use complete and complex sentences -Speak clearly 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p>
<p>II. Listening/Receptive Language A. Listen for Different Purposes</p>	

<ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions 	
An Infant May: -Turn toward a familiar voice -Smile or make a facial expression in response to others -Turn their head or body to sound -Look at and listen to books -React to music and singing by kicking their feet or waving their hands	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.
A Toddler May: -Sit, listen and sing along to their favorite stories -Repeat words or phrases from familiar stories -React to music, rain, thunder and other sounds -Get a book when asked -Respond to simple questions	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.
A Preschooler May: -Participate in group activities -Listen to music and sing songs -Follow directions with two or more steps -Smile, laugh or cry in response to books or stories -Listen to multiple stories or books at a time -Listen to and engage in conversations with others	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
III. Written Language: A. Use Writing as a Means of Expression/Communication	

<ol style="list-style-type: none"> 1. Experiment with writing tools and materials 2. Use scribbles, shapes, pictures, letter-like forms and letters to write 3. Tell others about marks and intended meaning of drawing or writing 4. Use a variety of resources to facilitate writing 	
<p>An Infant May: No developmentally appropriate for this age</p>	
<p>A Toddler May: -Engage in a variety of fine motor activities, such as feeding themselves, stringing large beads and building with blocks -Engage in sand and/or water play -Use fingers and hands to grasp writing tools with whole fist -Make dots, lines or scribbles on paper</p>	<p>LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p>
<p>A Preschooler May: -Use a variety of writing tools, such as crayons, markers or pencils -Use scribbles, symbols and letter-like forms to communicate ideas, write books or label pictures -Participate in writing for meaning, such as writing their name on their art work, signing up to use the computer, or writing a thank you note to a friend -Use written words in their environment to assist with writing, such as signs and cereal boxes</p>	<p>LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>IV. Knowledge of Print and Books: A. Apply Early Reading Skills</p>	

<ol style="list-style-type: none"> 1. Show an interest in reading and books 2. Exhibit book handling skills 3. Recognize that print represents spoken words 4. Develop a sense of story 5. Read environmental print and symbols 6. Identify some alphabet letters 	
An Infant May: Not developmentally appropriate for this age	
A Toddler May: -Show interest in reading and books, and ask to read the same story repeatedly -Make sounds and words using different pitches to mimic reading -Repeat words or phrases from familiar stories -Carry books	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
A Preschooler May: -Read, or pretend to read, easy and predictable books -Identify personally significant words, such as mom, dad and cat -Retell a story -Make predictions about books -Relate personal history to text -Identify characters in a book -Identify if the a book is fiction or non-fiction -Tell what illustrators and authors do -Find their favorite cereal in the grocery store or find their name on a list -Identify some letters in the alphabet, especially those in their name	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
V. Sounds of Language (Phonological Awareness): A. Attend to Sounds of Language	

<ol style="list-style-type: none"> 1. Repeat rhymes, simple songs, poems and finger plays 2. Participate in word games 3. Discriminate some sounds in words 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Experiment and play with sounds, such as clicking tongue and blowing bubbles -Imitate simple vowel sounds, such as “ah”, “oh” and “oo” -Point and babble with inflection to imitate adult speech -String sounds together and mimic animal sounds 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Repeat silly sounds or make up silly words -Mimic words they have heard -Ask for favorite rhymes, songs, poems and finger plays 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Experiment with alliteration, such as “Sally sells seashells by the seashore.” -Recognize beginning and ending letter sounds Identify syllables in words -Make sound-letter associations -Make up words that rhyme -Play games with letters, such as I Spy 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p>

-Create new words by substituting one letter sound for another	<p>LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p>
--	---

MATHEMATICS	
I. Number and Operations: A. Develop Number Sense	
1. Show interest and understanding in counting 2. Explores quantity	
An Infant May: -Listen to songs or finger plays that include counting and quantity -Look and listen to a counting book -Hold an object in each hand -Place one object in each cup of a muffin tin -Show one finger for first birthday or age one	<p>M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.</p>

<p>A Toddler May:</p> <ul style="list-style-type: none"> -Begin to count objects -Use fingers to show age -Recognize which group has more -Sing songs with number words -Listen to counting books -Place puzzle pieces in an inset puzzle -Hold an object in each hand and say "I have two." 	<p>M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Rote count -Use fingers to represent numbers -Count familiar objects -Recognize quantities without counting -Compare objects and decide which has more, less or the same -Explore fractions, such as half of a cookie -Estimate the number of marbles in a jar -Recognize that if there are three friends, you need three cartons of milk -Participate in number games 	<p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p>I. Number and Operations B. Develop Numerical Representation</p>	
<ol style="list-style-type: none"> 1. Identify numerals in everyday situations 2. Use drawings to represent number 3. Write some numerals 	
<p>An Infant May: Not developmentally appropriate for this age</p>	

A Toddler May: -Begin to say and/or use some number names -Show two fingers for age	M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.
A Preschooler May: -Draw to show size or quantity -Keep score of game using symbols or numerals -Find numerals in books, posters and signs -Match numerals with quantity -Examine a chart, identify which column has more and write the corresponding number -Play restaurant and write how much on a ticket -Identify first, second and last positions in a line	M 1b Number Sense: Identifies and writes numerals 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.
II. Geometry and Spatial Sense A. Investigate Positions and Locations	
1. Take objects apart and puts them together 2. Use actions and words to indicate position and location 3. Use actions and words to indicate movement and orientation	
An Infant May: -Place objects in and out of an open container -Play with nesting cups -Explore by throwing, dropping, shaking and banging objects -Explore environments by rolling, scooting, crawling, cruising and walking to reach objects or places	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.
A Toddler May: -Complete simple puzzle -Stack small blocks -String large beads -Build with large, interlocking blocks -Follow directions that contain position and locational words, such as "Stand on the first step."	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
A Preschooler May:	M 2a Spatial Awareness: Understands how objects move in space.

<ul style="list-style-type: none"> -Build with interlocking blocks -Complete frame and floor puzzles -Move themselves to show position -Use objects to show position -Follow a path or move through an obstacle course -Explain where objects and/or people are located 	<p>M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p>M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 2b Spatial Awareness: Determines object location</p> <p>M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>M 2b.5 Explains the location of an object in relation to another object.</p>
<p>II. Geometry and Spatial Sense</p> <p>B. Explore Shapes</p>	
<ol style="list-style-type: none"> 1. Investigate and talk about the characteristics of shapes 2. Identify and name some shapes 3. Create and duplicate three-dimensional and two-dimensional shapes 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Focus on, reach for, bat at or grasp shapes in the environment -Explore a shape sorter -Stack and line up blocks to create another shape 	<p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> <p>M 3.2 Matches two identical shapes.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Match basic shapes that vary in size -Put round, square and triangular pieces into a shape sorter -Point to a shape when named -Draw circular scribbles Say “ball” to name a spherical object 	<p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.2 Matches two identical shapes.</p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Discuss the shapes of objects, such as “The pizza is round.” -Use materials to create shapes, such as clay, blocks and yarn -Find shapes in the environment -Combine basic shapes to create a new shape, such as two squares to make a rectangle -Play shape games, such as Tangrams 	<p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p> <p>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>III. Patterns and Relationships (Algebra)</p> <p>A. Develop an Awareness of Patterns</p>	

<ol style="list-style-type: none"> 1. Recognize patterns and relationships 2. Duplicate and extend patterns 3. Create patterns 	
An Infant May: -Repeat patterns that make things happen, such as banging a rattle -Participate in predictable games, such as Peek-a-Boo, Pat- a-Cake and So Big -Listen to books with repetitive phrases	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.
A Toddler May: -Imitate a simple movement pattern, such as clap-stomp-clap-stomp -Read repetitive books with an adult -Create a simple pattern with help, by lining up toys or large stringing beads	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.
A Preschooler May: -Discuss colors or patterns in their clothing, using phrases such as “I have red and blue stripes on my shirt.” -Recognize a pattern in a story -Repeat a pattern according to size, color and shape -Create more complex patterns using art materials or other toys -Begin to see and discuss patterns in words, such as cat, hat, mat and fat	M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. M 5.6 Copies, creates and extends complex patterns, such as ABc or AABB.
IV. Measurement A. Use Measurement	
<ol style="list-style-type: none"> 1. Explore ways to measure 2. Measure using objects 3. Compare objects using measurable features 4. Use language to describe measurement 	
An Infant May: Not developmentally appropriate for this age	
A Toddler May: -Use words to describe measurement, such as big, heavy, empty and	M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self.

<p>full</p> <ul style="list-style-type: none"> -Refer to a group of large animals as “mamas” and smaller animals as “babies” -Compare height to others -Explore size differences by playing with nesting toys or measuring cups -Imitate adults using measuring tools, such as pretending to take a “patient’s” temperature 	<p>M 4a.3 Determines which object is bigger when given two to three objects.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.2 Places objects in a row in any order.</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Talk about an object being longer than another object -Use words to describe measurement, such as short, tall, wide, hot or cold -Fill a container with solids or liquids -Explore measurements by playing with measuring cups, measuring tapes and rulers -Put objects in order objects, such as putting cars in a row according to size 	<p>M 4a Measurement: Measures and estimates</p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>
Mathematics	
V. Data A. Explore Data	
<ol style="list-style-type: none"> 1. Collect and organize information 2. Displays information (charts and graphs) 	
<p>An Infant May:</p> <p>Not developmentally appropriate for this age</p>	
<p>A Toddler May:</p> <p>Not developmentally appropriate for this age</p>	
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Collect information to answer questions or solve problems 	M 6 Classification: Sorts and graphs

<p>-Create a chart from gathered information, such as “How many friends want juice or milk?” or “How many friends have on boots?”</p> <p>-Vote on a favorite item and then communicate the results of the vote verbally or using charts</p>	<p>M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p>
---	--

Domain: Science	
<p>I. Physical Science</p> <p>A. Explore, Investigate and Solve Problems of the Physical World</p>	
<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Move head toward light and/or movements -Bat at objects -Explore objects by mouthing -Continuously bang and/or rattle objects to make noise -Rub soft toys and blankets -Attempt to use simple tools, such as cups, buckets or unbreakable mirrors 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.1 Uses senses to explore environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Use objects in a purposeful way, such as pushing, pulling or sliding -Look at, bang and shake toys to see how they work -Notice differences in textures -Use simple tools, such as funnels, unbreakable mirror or cups 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Make connections between cause and effect when playing with marble 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p>

<p>mazes or cars and ramps</p> <ul style="list-style-type: none"> -Use tools such as ramps, magnets, scales, eyedroppers or binoculars -Describe properties, using phrases such as “This slide is slick.” -Notice similarities and differences of objects, using phrases such as “This ball will bounce higher.” -Document predictions and outcomes 	<p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>II. Life Science</p> <p>A. Explore, Investigate and Solve Problems of Living Things</p>	
<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Observe living things in the environment -Use their senses to investigate the environment, such as touching a dog -Move toward an object to investigate it, such as rolling toward a cat or a plant -Name familiar animals -Look at plants -Dig in the dirt to find worms 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Participate in songs, finger plays and stories about living things -Participate in nature activities -Point to the animal in a story -Help take care of plants or animals 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Look for insects -Help plant and harvest a garden -Compare plants and animals, using phrases such as “These are farm 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>

<p>animals.”</p> <ul style="list-style-type: none"> -Describe what they know about animals -Know that living things need water and food -Take care of plants or animals -Play outside 	<p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>III. Earth Science</p> <p>A. Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky</p>	
<ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Turn their head or respond to the sound of rain or thunder -Use senses to explore earth materials, such as sand, dirt and water -Respond to weather conditions with actions, such as hiding eyes in bright sun 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment</p> <p>SCI 2b.1 Reacts to weather changes in immediate environment.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Play in the sand, dirt or water using tools, such as scoops or shovels -Observe the clouds, moon and stars -Play with their shadow -Use words to name weather conditions, such as rainy, cold or hot -Question interactions with weather, asking questions such as "Why can't we go outside?" -Observe the weather by listening to the rain, pointing to snow or jumping when they hear thunder 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment</p> <p>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Identify or label characteristics of earth materials, such as sand, dirt and water -Notice different weather conditions -Use tools to investigate properties of the earth, such as pinwheels, magnifying glasses or prisms -Participate in activities related to the earth, such as making mud, looking at stars and making sand castles 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>

- Help with recycling or conservation activities
- Notice seasonal changes

EXPRESSIVE ARTS

I. Music and Movement

A. Show Interest in Music and Movement

1. Use body to move to music and express self
2. Use music and movement to express concepts, ideas or feelings

An Infant May:

- Respond to fast music by waving arms, rocking body, nodding head and kicking legs
- Respond to soft, calming music during naptime by quieting and relaxing their body movements
- Attempt to sing
- Attempt to dance to music

CA 1a Music: Expresses through music

CA 1a.1 Makes sounds to communicate feelings.

CA 1c Music: Develops tone

CA 1c.1 Responds to sounds.

CA 1c.2 Responds to changes in sound, volume or melody.

CA 2a Dance & Movement: Expresses through dance

CA 2a.1 Uses body language to express feelings.

CA 2b Dance & Movement: Develops movement techniques

CA 2b.1 Moves body in a variety of ways.

A Toddler May:

- Pretends to move like an animal
- Sing songs
- Dance to music
- Bang on a pot to make music
- Clap to music

CA 1a Music: Expresses through music

CA 1a.2 Repeats words in familiar songs and attempts to sing.

CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA 1c Music: Develops tone

CA 1c.3 Understands the difference between singing and speaking voices.

CA 2b Dance & Movement: Develops movement techniques

	CA 2b.2 Moves body purposely. Sways or bounces to music.
A Preschooler May: -Participate in movement activities, such as tag or freeze dance -Create new dances -Sing their favorite songs or sing-along to music -Make up songs -Create and play musical instruments -Clap to a rhythm	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1c Music: Develops tone CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
II. Visual Arts A. Show Interest in Visual Arts	
<ol style="list-style-type: none"> 1. Explore and experiment with a range of media through sensory exploration 2. Use a range of materials to create pictures or three-dimensional objects 3. Use creative art to express thoughts, feelings and experiences 	
An Infant May: -Look at, smile or coo at pictures of faces and simple designs -Touch, point or track colorful objects -Begin to experiment with art materials -Use drawing tools with assistance	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.
A Toddler May: -Use art materials, such as paint, markers, clay and crayons -Make random marks on paper -Observe pictures, posters and other art work	CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques

	<p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>A Preschooler May:</p> <ul style="list-style-type: none"> -Use art materials as intended -Create art work that represents people, places and objects -Discuss artwork -Look at other artwork 	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>III. Drama</p> <p>A. Show Interest in Dramatic Arts</p>	
<ol style="list-style-type: none"> 1. Express self through physical action and sound 2. Begin to use representation to communicate 3. Begin to pretend play 4. Use creativity and imagination to assume roles in dramatic play 	
<p>An Infant May:</p> <ul style="list-style-type: none"> -Look at, smile or coo at faces -Watch familiar actions and sounds -Imitate familiar actions during play, such as rocking a baby or serving a pretend meal -Explore with puppets 	<p>CA 4a Drama: Participates in dramatic and symbolic play.</p> <p>CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas</p> <p>CA 4b.1 Responds to props or puppets.</p>
<p>A Toddler May:</p> <ul style="list-style-type: none"> -Pretend to cook, clean and care for family Imitate actions of people -Use puppets -Act out new experiences -Pretend to be a familiar animal, such as a duck sitting on a nest 	<p>CA 4a Drama: Participates in dramatic and symbolic play.</p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects.</p> <p>Distinguishes between real and pretend.</p>
<p>A Preschooler May:</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play.</p>

-Pretend to role play various family and career roles, such as mother, father or teacher
-Act out nursery rhymes or favorite stories
-Use language to extend play, using statements such as “I am going to pick my baby up from school now.”
-Take on “roles” in play, using statements such as “I am the mommy and you are the daddy.”
-Create props for play Put on a “performance”
-Listen and watch an age-appropriate play or performance

CA 4a.4 Plays a role in group dramatic play.
CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

CA 4b Drama: Uses and creates props to represent other objects or ideas

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.





Developmental Continuum of Skills

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

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

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

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

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

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

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