



*Alignment of the*  
**Experience Developmental Continuum  
of Skills**  
*with*  
**Nebraska's Birth to Five Learning and  
Development Standards (2018)**





## The Experience Developmental Continuum of Skills

This document details the alignment of the **Nebraska's Birth to Five Learning and Development Standards (2018)**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

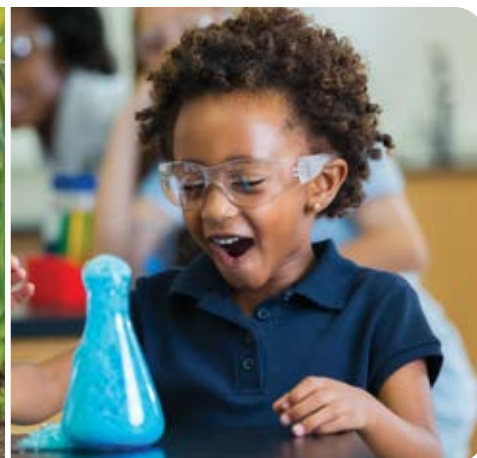
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit [www.experiencecurriculum.com](http://www.experiencecurriculum.com) to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



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



Social and Emotional Development	
<i>Self Concept</i>	
<b>Standard (SE.01):</b> Develops self-awareness and sense of self	
<b>Birth-9 months:</b> -Children begin to discover self. -Later, children begin to understand self as a separate person from others.	
<ul style="list-style-type: none"> <li>• Learns about self by exploring hands, feet, body, and movement</li> <li>• Listens or responds (smiling, cooing) when name is said</li> <li>• Shows interest in looking at self in a mirror</li> <li>• Explores people, materials, and the environment freely by looking, tasting, smelling, touching, and hearing</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>                      SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.                      SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>                      SED 1b.1 Vocalizes or moves to express wants and needs.                      SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>                      SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.                      SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
<b>7-20 months:</b> -Children begin to have a greater awareness of their own characteristics. -Later, children begin to show knowledge of own abilities.	
<ul style="list-style-type: none"> <li>• Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>                      SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p>

<ul style="list-style-type: none"> <li>Engages in joint attention with familiar others</li> <li>Expresses desires and preferences (may reject non-preferred items)</li> <li>Responds by looking or coming when called by name</li> <li>Identifies image of self</li> <li>Shows awareness of body parts</li> </ul>	<p>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><b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b> SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.</p>
<p><b>18-36 months:</b> -Children begin to demonstrate self-awareness through use of “me” and “mine.” -Later, children begin to show sense of self-satisfaction in own abilities.</p>	
<ul style="list-style-type: none"> <li>Uses different words or signs to refer to self and others</li> <li>Identifies obvious physical similarities and differences between self and others</li> <li>Shows others what they can do</li> <li>Uses personal pronouns (e.g., I, you, me)</li> <li>Shows independence by occasionally resisting adult control</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b> SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b> SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.</p>

	SED 1d.4 Identifies and describes personal feelings.
<b>3-4 years:</b> -Children begin to describe characteristics of self and others. -Later, children begin to show growing independence in a range of activities, routines, and tasks.	
<ul style="list-style-type: none"> <li>Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color)</li> <li>Introduces self and family members to others</li> <li>Describes themselves in terms of basic preferences</li> <li>Makes independent choices and plans from a broad range of diverse play areas or interest centers</li> <li>Shows growing independence in a range of activities, routines, and tasks</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.3 Name self and name basic body parts.          SED 1a.4 Identifies characteristics of self.          SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>          SED 1b.3 Expresses likes and dislikes.          SED 1b.4 When given two to three options, chooses their most desired option.          SED 1b.5 Describes and compares preferences of self and others.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>          SED 1d.3 Recognizes and names a few personal feelings.          SED 1d.4 Identifies and describes personal feelings.          SED 1d.5 Recognizes that feelings can change.</p>
<b>4-5 years:</b> -Children begin to compare what they could do at a younger age to current abilities. -Later, children begin to develop independence, confidence, and competence.	
<ul style="list-style-type: none"> <li>Expresses individuality by making independent decisions</li> <li>Expresses ideas for activities and initiates discussions</li> <li>Actively engages in activities and interactions with adults and peers</li> <li>Discusses their own actions and efforts</li> <li>Uses positive words to describe self</li> <li>Contributes to group discussions expressing own thoughts and ideas</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.4 Identifies characteristics of self.          SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.          SED 1a.6 Identifies own strengths and personal talents.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>          SED 1b.4 When given two to three options, chooses their most desired option.          SED 1b.5 Describes and compares preferences of self and others.</p>

	<p>SED 1b.6 Expresses and advocates for one's needs or personal preferences.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.4 Identifies and describes personal feelings.  SED 1d.5 Recognizes that feelings can change.  SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time.</p>
<i>Self Control</i>	
<b>Standard (SE.02):</b> Manages emotions with increasing independence	
<p><b>Birth-9 months:</b>  -Children begin to provide cues indicating needs and wants through purposeful actions and gestures.  -Later, children begin to communicate emotions and demonstrate ways to calm self.</p>	
<ul style="list-style-type: none"> <li>• Responds to having needs met (e.g., is comforted by being picked up or fed)</li> <li>• Communicates feelings through nonverbal cues (e.g., smiles, cries, laughs, gestures)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p><b>7-20 months:</b>  -Children begin to seek comfort from familiar adults when distressed.  -Later, children begin to display a wider range of emotions and depend on frequent reminders to learn boundaries and expectations.</p>	
<ul style="list-style-type: none"> <li>• Shows anticipation and responds to familiar routines</li> <li>• Accepts reassurance from familiar adult</li> <li>• Self-soothes by sucking fingers/thumb, cuddling transition object</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p>



	<p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.  SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p><b>18-36 months:</b>  -Children begin to participate in the daily routine (assists with picking up before going outside, washes hands before meal time).  -Later, children begin to develop an understanding of boundaries and routines, and follow them when reminded.</p>	
<ul style="list-style-type: none"> <li>• Responds appropriately to repeated reminders and redirection</li> <li>• Follows simple rules when stated in positive, brief statements and are reminded in advance (e.g., “Feet on the floor”)</li> <li>• Begins to use different ways to calm or comfort self when upset</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.2 Participates in familiar routines and transitions with support.  SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.  SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p><b>3-4 years:</b>  -Children begin to regulate a wide range of emotions, sometimes with adult assistance.  -Later, children begin to learn coping and self-regulation skills to manage a variety of emotions and behaviors with increasing independence.</p>	
<ul style="list-style-type: none"> <li>• Recognizes and describes a wide range of feelings including the primary emotions</li> <li>• Manages transitions and adapts to changes in schedules, routines, and situations with adult support</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior.</p>

<ul style="list-style-type: none"> <li>• Follows simple program rules, routines, and directions with few reminders</li> <li>• Shows awareness and responds appropriately to the feelings of others</li> </ul>	<p>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><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p><b>4-5 years:</b> -Children begin to tolerate small levels of frustration and disappointment with adult support. -Later, children begin to utilize strategies to help delay gratification (e.g., waiting for a turn).</p>	
<ul style="list-style-type: none"> <li>• Empathizes with feelings of others (e.g., tries to comfort a sad friend)</li> <li>• Describes emotions to trusted adult and peers</li> <li>• Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to “safe spot” to relax, uses expressive activities)</li> <li>• Transitions between tasks with minimal direction from adult</li> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> <li>• Participates in daily routine without being asked</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.</p>
<p><i>Cooperation and Prosocial Behavior</i></p>	
<p><b>Standard (SE.03):</b> Develops foundational skills to support cooperation and prosocial behavior</p>	



<p><b>Birth-9 months:</b></p> <ul style="list-style-type: none"> <li>-Children show interest in interacting with others.</li> <li>-Later, children begin to be active participants in social play.</li> </ul>	
<ul style="list-style-type: none"> <li>• Cries when other children are crying</li> <li>• Vocalizes or gets excited in response to adult/child interactions</li> <li>• Looks at and watches another child who is crying or upset</li> <li>• Imitates facial expressions during face-to-face interactions</li> <li>• Establishes eye contact</li> <li>• Seeks social attention</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.1 Recognizes, interacts with and responds to primary caregivers.  SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.  SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.  SED 3c.2 Mimics actions of others.</p>
<p><b>7-20 months:</b></p> <ul style="list-style-type: none"> <li>-Children begin to notice and attend to the activity of adults and other children.</li> <li>-Later, children begin to assert ownership by saying “mine”.</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in highchair I am going to eat)</li> <li>• Squeals or runs with joy when others are happy and excited</li> <li>• Shows affection to others</li> <li>• Begins to use adult help to take turns</li> <li>• Offers a toy to another child who is crying or upset</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.1 Recognizes, interacts with and responds to primary caregivers.  SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.  SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.  SED 3b.2 Engages in simple interactions with peers.  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.1 Engages in simple social interactions, such as games like</p>

	<p>peek-a-boo.</p> <p>SED 3c.2 Mimics actions of others.</p> <p>SED 3c.3 Joins a group and participates in an activity when asked.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to accept adult support to learn appropriate ways for dealing with conflict, such as having a dispute over toys.</p> <p>-Later, children begin to recognize and respond to feelings in others.</p>	
<ul style="list-style-type: none"> <li>• Experiments with effects of own actions on objects and people</li> <li>• Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention</li> <li>• Looks for an adult to help when another child is crying</li> <li>• Imitates familiar tasks such as wiping the table</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.2 Engages in simple interactions with peers.</p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.2 Mimics actions of others.</p> <p>SED 3c.3 Joins a group and participates in an activity when asked.</p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to take turns, share with peers.</p> <p>-Later, children begin to develop and maintain ongoing relationships.</p>	
<ul style="list-style-type: none"> <li>• Seeks out other children with whom to play</li> <li>• Waits to take turn in an activity</li> <li>• Demonstrates understanding of sharing</li> <li>• Uses appropriate communication skills to initiate or join classroom activities</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>

<ul style="list-style-type: none"> <li>• Shows empathy for physically hurt or emotionally upset child</li> <li>• Increases use of language skills instead of physical force to resolve conflicts</li> <li>• Uses social conventions</li> </ul>	<p>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.3 Joins a group and participates in an activity when asked.  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.  SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>
<p><b>4-5 years:</b>  -Children begin to recognize and acknowledge the feelings, needs and rights of others.  -Later, children begin to respect the rights of others.</p>	
<ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> <li>• Recognizes how actions affect others and accepts consequences for own actions</li> <li>• Engages in cooperative group play</li> <li>• Accepts guidance and direction from a variety of familiar adults</li> <li>• Follows basic rules and routines for play and group participation</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.  SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.  SED 3a.6 Identifies trusted adults in the community and describes when to seek help.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  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.  SED 3b.6 Describes personal friendships and meaningful relationships.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p>

	<p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p>SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.</p>
<i>Social Relationships</i>	
<b>Standard</b> (SE.04): Shows interest in, interacts with, and develops personal relationships with others	
<b>Birth-9 months:</b> <ul style="list-style-type: none"> <li>- Children begin to develop attachment with caring adults.</li> <li>- Later, children begin to develop a curiosity about others.</li> </ul>	
<ul style="list-style-type: none"> <li>• Enjoys and needs physical contact from adults</li> <li>• Looks at, touches, or explores another's face</li> <li>• Interacts in predictable ways with familiar adults</li> <li>• Shows recognition of familiar people (e.g., smiles, reaches for, or makes sounds towards other person)</li> <li>• Communicates needs through a variety of behaviors (e.g., crying, looking, smiling, reaching)</li> <li>• May avoid or withdraw from unfamiliar adults</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.1 Notices, responds to and looks at peers.</p> <p>SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<b>7-20 months:</b> <ul style="list-style-type: none"> <li>-Children begin to engage in playful communication with adults.</li> <li>-Later, children begin to imitate the social interactions of others.</li> </ul>	
<ul style="list-style-type: none"> <li>• Looks to familiar adults for emotional support, help, and encouragement</li> <li>• Reacts or may become distressed when separated from</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>

<p>familiar adults</p> <ul style="list-style-type: none"> <li>• Participates in simple social games</li> <li>• Plays next to other children with similar toys/materials</li> <li>• Participates in simple back and forth interactions with another child</li> </ul>	<p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.1 Notices, responds to and looks at peers.</p> <p>SED 3b.2 Engages in simple interactions with peers.</p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to show awareness of and respond to the feelings of others.</p> <p>-Later, children begin to develop and maintain secure relationships with caring adults.</p>	
<ul style="list-style-type: none"> <li>• Looks to, or seeks out, familiar adults for comfort when upset or tired</li> <li>• Asks familiar adult for assistance when encountering difficult tasks or situations</li> <li>• Seeks out other children for social interaction</li> <li>• Engages in parallel play or simple associative play with other children</li> <li>• Shows preference for particular playmates</li> <li>• Defends own possessions</li> <li>• Displays moments of independence</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.2 Engages in simple interactions with peers.</p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p>

	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to recognize and describe social problems.</p> <p>-Children continue to interact empathetically and cooperatively with adults and peers.</p>	
<ul style="list-style-type: none"> <li>• Responds to adults' questions</li> <li>• Shares by taking turns with materials and toys with other children</li> <li>• Engages in cooperative play with others (may require adult guidance)</li> <li>• Uses adults as a resource to solve problems</li> <li>• Suggests solutions to conflicts with adult guidance and support</li> <li>• Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p>SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p><b>4-5 years:</b></p>	



<p>-Children begin to receive social support and show loyalty to a friend.</p> <p>-Children continue to adapt to new environments with appropriate emotions and behaviors.</p>	
<ul style="list-style-type: none"> <li>• Develops close friendships with one or two children as well as plays with many children</li> <li>• Notices who is absent from circle time and asks about it, showing concern for others</li> <li>• Initiates conversations with adults and other children</li> <li>• Accepts and requests guidance from adults</li> <li>• Knows how to join a group of playing children</li> <li>• Engages in sustained periods of cooperative play</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.  SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.  SED 3a.6 Identifies trusted adults in the community and describes when to seek help.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  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.  SED 3b.6 Describes personal friendships and meaningful relationships.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.4 Explains how and why someone may be feeling a certain emotion.  SED 3d.5 Identifies complex feelings of others and responds accordingly.  SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.</p>
<p><i>Knowledge of Families and Communities</i></p>	
<p><b>Standard (SE.05):</b> Develops a sense of belonging to family, community, and other groups</p>	
<p><b>Birth-9 months:</b></p> <p>-Children begin to prefer familiar adults.</p> <p>-Later, children begin to respond to and attend to adult interactions.</p>	
<ul style="list-style-type: none"> <li>• Looks intently at human faces</li> <li>• Reacts to something unfamiliar (e.g., scent, appearance, dress,</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p>

<p>voice)</p> <ul style="list-style-type: none"> <li>• Seeks to be near familiar adults</li> </ul>	<p>SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b> SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p><b>7-20 months:</b></p> <p>-Children begin to prefer comfort from familiar adult when hungry or tired. -Later, children begin to engage in activities that reflect their home culture.</p>	
<ul style="list-style-type: none"> <li>• Seeks attention from trusted adults</li> <li>• Watches adults for their response to actions</li> <li>• Enjoys looking at, pointing to or naming familiar people in family photos</li> <li>• Calls for “Mama” or familiar person when in a new situation</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b> SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.</p>

<p><b>18-36 months:</b></p> <ul style="list-style-type: none"> <li>-Children begin to recognize similarities and differences.</li> <li>-Later, children begin to engage in activities that promote labeling personal characteristics (e.g., likes, dislikes, family make-up).</li> </ul>	
<ul style="list-style-type: none"> <li>• Talks about members of his/her family</li> <li>• Makes simple drawings to depict family members or self</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self.  Identifies and role-plays familiar community helpers.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.2 Participates in activities related to cultures or traditions.  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.2 Explores people and their features, either in person or in pictures.  SS 1c.3 Identifies similarities and differences between self and others.  SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p><b>3-4 years:</b></p> <ul style="list-style-type: none"> <li>-Children begin to understand various family roles, jobs, and rules.</li> <li>-Later, children begin to express some understanding of familiar places in the community, such as where people live, and locations of stores, parks, and restaurants.</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations)</li> <li>• Sees self as a family member and identifies his/her role within the family</li> <li>• Reads/looks at books and writes/dictates/shares or dramatizes</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self.  Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each</p>

<p>stories about families/events</p>	<p>may do.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.  SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.3 Identifies similarities and differences between self and others.  SS 1c.4 Respectfully participates in activities with others different than self.  SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p><b>4-5 years:</b>  -Children begin to understand the reason for rules in the home, classroom, and laws in the community.  -Later, children begin to participate in activities to help others in the group or community.</p>	
<ul style="list-style-type: none"> <li>● Recognizes a variety of jobs and the work associated with them</li> <li>● Sometimes recognizes other children's family members (e.g., who they are, where they work)</li> <li>● Identifies self as being a part of different groups e.g., (family, community, culture, preschool)</li> <li>● Understands that events in the past, present, or future relate to, and can change self, family, and community</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each may do.  SS 1a.6 Compares roles, rules and responsibilities between different groups.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.  SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.  SS 1b.6 Explains the meaning and importance of traditions or customs</p>

	<p>of other people.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.4 Respectfully participates in activities with others different than self.  SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.  SS 1c.6 Explains and celebrates how individuals, families or cultures differ.</p>
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Approaches to Learning	
<i>Initiative and Curiosity</i>	
<b>Standard (AL.01):</b> Develops foundational skills that support initiative, self-direction, and curiosity as a learner	
<b>Birth-9 months:</b> -Children begin to show curiosity/interest in people and objects in their surroundings. -Children continue to respond to a stimulating environment.	
<ul style="list-style-type: none"> <li>• Observes other children and adults</li> <li>• Explores own fingers and toes</li> <li>• Repeats actions that produce interesting and pleasurable effects (e.g., swatting or kicking at mobile, cooing to gain attention)</li> <li>• Communicates through sounds, gestures, and beginning oral language (e.g., squealing, crying, pointing, babbling)</li> <li>• Comforts self by cooing, babbling, clutching, or mouthing a favorite object</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.  ATL 1b.2 Repeats actions to gain a result.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.1 Explores and manipulates materials.  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<b>7-20 months:</b> -Children begin to show interest in new objects, experiences, and people.	

<p>-Later, children begin to explore and manipulate familiar objects in the environment.</p>	
<ul style="list-style-type: none"> <li>• Chooses toys/objects for play</li> <li>• Imitates actions and behaviors of adults and other children (e.g., sounds, facial expressions, gestures)</li> <li>• Shows a sense of satisfaction when making things happen (e.g., claps after touching a toy to make music play)</li> <li>• Points or protests to signal likes and dislikes</li> <li>• Selects desired object from multiple options</li> <li>• Begins to exhibit response inhibition</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            ATL 1a.1 Focuses for a short time on a person, sound or things.            ATL 1a.2 Attends to what others are looking at or pointing to.            ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>            ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.            ATL 1b.2 Repeats actions to gain a result.            ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>            ATL 2b.1 Explores and manipulates materials.            ATL 2b.2 Entertains and plays by themselves without adult or child involvement.            ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p><b>18-36 months:</b>            -Children begin to experiment in the environment with purpose.            -Later, children begin to ask questions to gain information.</p>	
<ul style="list-style-type: none"> <li>• Verbally expresses desire to complete tasks on their own</li> <li>• Makes choices about what stories, songs, simple games to read, sing, play; which clothes to wear</li> <li>• Asks questions repeatedly about familiar objects, people, and experiences (e.g., “Why?”, “What’s that?”, “How come?”)</li> <li>• Engages in pretend play around familiar events (e.g., arranges chairs to become a car, talks on a toy phone)</li> <li>• Engages in parallel play</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>            ATL 1a.2 Attends to what others are looking at or pointing to.            ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.            ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>            ATL 1b.2 Repeats actions to gain a result.            ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.            ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>



	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>          ATL 2b.2 Entertains and plays by themselves without adult or child involvement.          ATL 2b.3 Watches others play and plays side by side with another person.          ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p><b>3-4 years:</b>          -Children begin to demonstrate self-direction and independence.          -Children continue to demonstrate curiosity and willingness to learn.</p>	
<ul style="list-style-type: none"> <li>• Shows willingness to listen to a new song or story</li> <li>• Participates with different art materials, dramatic play, and puzzles/toys/blocks</li> <li>• Chooses activity at choice time and goes to another area to play when finished</li> <li>• Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively</li> <li>• Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.          ATL 1a.4 Focuses on an engaging activity for a short period of time independently.          ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.          ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.          ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>          ATL 2b.3 Watches others play and plays side by side with another person.          ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.          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><b>4-5 years:</b></p>	

<p>-Children begin to follow directions and demonstrate interdependence.</p> <p>-Children continue to communicate to ask questions and seek answers.</p>	
<ul style="list-style-type: none"> <li>• Alters behavior with verbal reminder or nonverbal signal from adult</li> <li>• Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time)</li> <li>• Accepts suggestions from other children during play</li> <li>• Notices new displays and materials and discusses them with the adult</li> <li>• Offers or accepts assistance from other children when help is needed</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.  ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.  ATL 1b.5 Begins to persist on a challenging activity with teacher support.  ATL 1b.6 Persists on a challenging activity independently.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.  ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.  ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.</p>
<p><i>Sensory Exploration, Reasoning, and Problem Solving</i></p>	
<p><b>Standard (AL.02):</b> Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations</p>	
<p><b>Birth-9 months:</b></p> <p>-Children begin to act on the environment to meet simple goals.</p> <p>-Later, children begin to respond to people and objects in their environment based on past experiences.</p>	

<ul style="list-style-type: none"> <li>• Expresses discomfort when needs are not met</li> <li>• Examines objects for brief periods</li> <li>• Explores the environment through movement and use of senses (e.g., mouthing toys, puts fingers/toes in mouth, rolls toward toy, plays peek-a-boo)</li> <li>• Uses repetition to make something happen again</li> <li>• Tries one or two ways to reach an object or person (e.g., pulls on a blanket to bring a toy closer, rolls over, moves around obstacles to reach a desired object)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.  SED 4b.2 Responds to simple guidance on safe and kind choices.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.1 Shifts attention from one person or thing to another.  ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p><b>7-20 months:</b>  -Children begin to explore the environment and persist when facing challenges.  -Later, children begin to notice and show interest/ excitement when met with familiar objects, people, and events.</p>	
<ul style="list-style-type: none"> <li>• Focuses on activity, but is easily distracted</li> <li>• Uses movement, space, and materials to explore the environment (e.g., rolls or kicks a ball, manipulates shape sorters, builds with blocks)</li> <li>• Experiments with cause and effect</li> <li>• Looks to adult for help when trying to accomplish difficult tasks</li> <li>• Understands the concept of object permanence and looks for object or person that has disappeared from sight</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.  SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.  SED 4b.2 Responds to simple guidance on safe and kind choices.  SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.1 Shifts attention from one person or thing to another.  ATL 2a.2 Shifts attention from one task to another with prompting and</p>

	<p>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><b>18-36 months:</b></p> <p>-Children begin to maintain focus, despite distractions and during brief delays in task.</p> <p>-Later, children continue to play when a caregiver leaves the area.</p>	
<ul style="list-style-type: none"> <li>• Focuses on an activity for short periods of time despite distractions</li> <li>• Attempts a task before asking for assistance</li> <li>• Manipulates materials to cause an action</li> <li>• Uses objects as a tool (low chair to climb higher, paint brushes)</li> <li>• Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take an object apart)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b></p> <p>SED 4b.2 Responds to simple guidance on safe and kind choices.</p> <p>SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p> <p>SED 4b.4 With adult support, lists choices or solutions before making a decision.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p>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 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to find inventive or creative ways of completing a task or problem solve with adult guidance.</p> <p>-Later, children begin to increase ability to classify, compare and contrast objects, events, and experiences.</p>	
<ul style="list-style-type: none"> <li>• Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the</p>

<ul style="list-style-type: none"> <li>• Asks for assistance after trying for a couple minutes to put a puzzle together</li> <li>• Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a “grocery store” using blocks/other classroom items)</li> <li>• Makes comparisons among objects that are observed</li> <li>• Describes and explains reasoning for classifying and sorting different items</li> </ul>	<p>problem.</p> <p>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b></p> <p>SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p> <p>SED 4b.4 With adult support, lists choices or solutions before making a decision.</p> <p>SED 4b.5 Makes independent choices based on rules and fairness.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>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>
<p><b>4-5 years:</b></p> <p>-Children begin to recognize and problem solve by trying several strategies and is highly involved and persistent.</p> <p>-Later, children begin to apply knowledge and past experience to new situations or tasks.</p>	
<ul style="list-style-type: none"> <li>• Uses symbols/images/objects to represent something not present</li> <li>• Constructs a bridge or other structure with blocks using past experiences as a guide</li> <li>• Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes)</li> <li>• Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, “What would happen to a floating boat if objects were added to the deck?”)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b></p> <p>SED 4b.4 With adult support, lists choices or solutions before making a decision.</p> <p>SED 4b.5 Makes independent choices based on rules and fairness.</p> <p>SED 4b.6 Considers others’ feelings when making decisions.</p>

	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.
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Health and Physical Development	
<i>Fine (Small) Motor Skills</i>	
<b>Standard (HP.01):</b> Uses finger and hand control to operate and use small object demonstrating fine motor coordination	
<b>Birth-9 months:</b> -Children begin to coordinate hands and eyes when reaching for and holding objects. -Later, children begin to use increasingly refined grasps to match tasks.	
<ul style="list-style-type: none"> <li>• Reaches for and grasps objects using their entire hand</li> <li>• Uses hand in a raking or sweeping motion to bring an object closer</li> <li>• Pulls spoon out of their mouth</li> <li>• Transfers object from one hand to another</li> <li>• Reaches toward a toy and makes grasping motions with their hand</li> <li>• Reaches for a second toy when already holding one in their other hand</li> <li>• Has hands in an open position when relaxed</li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<b>7-20 months:</b> -Children begin actively exploring the environment and manipulating objects. -Later, children begin to use hand-eye coordination for more complex actions.	



<ul style="list-style-type: none"> <li>• Explores properties of objects and materials by using various hand actions (e.g., rotating wrists to examine all sides, pulling or picking at them)</li> <li>• Uses pincer grasp to pick up small items, such as cereal, or hold crayon</li> <li>• Points with index finger to pictures in a book, objects, or at people or animals</li> <li>• Turns the pages of a board book</li> <li>• Uses two hands to pick up a large object and one hand to pick up a smaller object</li> <li>• Stacks two to three small blocks into a tower</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to use one hand to stabilize an object while manipulating it.</p> <p>-Later, children begin to coordinate fine movements to manipulate a wide range of objects and materials.</p>	
<ul style="list-style-type: none"> <li>• Dumps a container by turning it over</li> <li>• Handles objects with growing skill (e.g., strings large beads, places shapes in corresponding opening in shape box, turns the pages of a paper book one at a time)</li> <li>• Holds and uses different tools for different purposes (e.g., spoons, paintbrushes, crayons, pencils, scissors)</li> <li>• Puts connecting blocks together and pulls them apart with relative ease</li> <li>• Builds a tower with 6+ blocks</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to coordinate the use of arms, hands, and fingers to accomplish more complex tasks.</p> <p>-Later, children begin to use classroom and household tools independently with hand-eye coordination to carry out more complex activities.</p>	
<ul style="list-style-type: none"> <li>• Uses fork and spoon to eat</li> <li>• Manages large buttons</li> <li>• Handles small objects, such as stringing small beads and pegboard pegs, with growing skill</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing</p>

<ul style="list-style-type: none"> <li>• Uses scissors to cut simple shapes</li> <li>• Pulls caps off markers and puts them back on firmly</li> <li>• Opens and closes lids on a container</li> <li>• Builds with small blocks and pulls them apart with relative ease</li> </ul>	<p>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.</p>
<p><b>4-5 years:</b> -Children begin to demonstrate hand-eye coordination and fine motor control through various activities (e.g., catch or hit a ball, build with small blocks, pour using different tools, button/zip/snap). -Later, children begin to fluently and accurately use classroom and household tools independently to carry out activities.</p>	
<ul style="list-style-type: none"> <li>• Uses scissors to cut out shapes with moderate levels of precision and control</li> <li>• Draws letter like forms</li> <li>• Zips and snaps clothing to dress self</li> <li>• Uses tripod grasp to hold and manipulate writing and art tools</li> <li>• Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.</p>
<i>Gross (Large) Motor Skills</i>	
<p><b>Standard (HP.02):</b> Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment</p>	
<p><b>Birth-9 months:</b> -Children begin to demonstrate strength and control of head, arms, legs, and trunk using purposeful movements. -Later, children begin to use new posture positions and movements to explore the environment.</p>	
<ul style="list-style-type: none"> <li>• Demonstrates control of head and neck</li> <li>• Rolls from back to stomach, and stomach to back</li> <li>• Maintains posture in sitting position and shifts between sitting and other positions</li> <li>• Holds head and torso up on two hands</li> <li>• Uses forearms to pull body forward on the floor while laying on</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p>their tummy</p> <ul style="list-style-type: none"> <li>• Hits or kicks at objects to achieve goals</li> <li>• Uses arms and legs purposefully (e.g., lifts head, claps hands, holds arms up to be picked up, reaches for objects)</li> <li>• Rocks back and forth on hands and knees, may begin to creep or crawl on hands and knees or hands and feet</li> </ul>	
<p><b>7-20 months:</b></p> <p>-Children begin to move from crawling to cruising to walking.</p> <p>-Later, children begin to show awareness of challenges in environment when crawling or walking, such as steep inclines or drop-offs.</p>	
<ul style="list-style-type: none"> <li>• Cruises while holding onto furniture</li> <li>• Climbs onto adult sized furniture</li> <li>• Learns new muscle coordination for each new locomotor skill and how to adjust for changing ground surfaces</li> <li>• Walks without support</li> <li>• Throws ball and other objects independently</li> <li>• Squats to explore toys or objects on the ground and then stands up</li> <li>• Crawls or creeps up or down a few steps</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to demonstrate coordination, balance, and body awareness.</p> <p>-Later, children begin to engage in increasingly complex gross motor tasks.</p>	
<ul style="list-style-type: none"> <li>• Actively explores indoor and outdoor environment</li> <li>• Bends over to pick up a toy or object and stands up without trouble</li> <li>• Kicks and throws a ball, but has little control of direction or speed</li> <li>• Shows growing skill in climbing up and down steps</li> <li>• Rides on strider toy, pushing their feet on the ground to move</li> <li>• Walks and runs, adjusting speed depending on the situation</li> <li>• Experiments with different body movements, such as dancing, jumping, hopping around the room or outdoors</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>

<p><b>3-4 years:</b></p> <ul style="list-style-type: none"> <li>-Children begin to coordinate both hands to manipulate large objects.</li> <li>-Later, children begin to use sensory information to guide motion.</li> </ul>	
<ul style="list-style-type: none"> <li>• Walks and runs around obstacles and corners</li> <li>• Gallops or hops</li> <li>• Balances on one foot</li> <li>• Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard)</li> <li>• Throws large bean bags or ball with some accuracy</li> <li>• Climbs on play equipment</li> <li>• Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p><b>4-5 years:</b></p> <ul style="list-style-type: none"> <li>-Children begin to demonstrate increasing stamina, endurance, control, balance, and coordination of body movements.</li> <li>-Children continue to develop body flexibility and coordination.</li> </ul>	
<ul style="list-style-type: none"> <li>• Jumps on two feet over small objects with some control</li> <li>• Jumps for distance and/or height</li> <li>• Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball)</li> <li>• Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down</li> <li>• Walks up and down stairs using alternating feet</li> <li>• Pedals consistently when riding a tricycle</li> <li>• Starts and stops a tricycle intentionally</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Changes direction and speed of movement.</p>
<p><i>Health and Safety Practices</i></p>	
<p><b>Standard (HP.03):</b> Child develops an awareness and understanding of health, physical activity, and safety</p>	
<p><b>Birth-9 months:</b></p> <ul style="list-style-type: none"> <li>-Children begin to react and respond to adults providing hygiene care.</li> </ul>	

<p>-Later, children begin to show discomfort or anxiousness in stressful situations.</p>	
<ul style="list-style-type: none"> <li>• Responds to vocalizations during routines, including diaper changes, feeding/eating, dressing</li> <li>• Indicates needs and wants through vocalizations and body language when hungry, tired, uncomfortable, or has a soiled diaper</li> <li>• Relaxes during bathing routines</li> <li>• Recognizes the differences between adults who serve as primary caregivers and strangers</li> <li>• May display anxiety when faced with unfamiliar adults</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.1 Cries or moves body when physical needs are not met.  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p>
<p><b>7-20 months:</b>  -Children begin to anticipate and respond to basic hygiene tasks and continue to rely on adults as indicators of unsafe situations.  -Later, children begin to participate in basic hygiene tasks with assistance.</p>	
<ul style="list-style-type: none"> <li>• Vocalizes needs and wants when hungry, tired, uncomfortable, or has a soiled diaper</li> <li>• Reacts and responds to cues from adults regarding warnings of danger</li> <li>• Reacts to adult verbal directions, but may need assistance to stop or avoid unsafe behavior</li> <li>• Participates in personal care routines (e.g., hand washing, teeth brushing, bath time)</li> <li>• Puts out arms while shirt or coat is put on</li> <li>• Brushes own teeth and gums with assistance</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.1 Cries or moves body when physical needs are not met.  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.  PD 4a.3 With help, participates in self-care routines.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.</p>

	<p>PD 4b.2 Points to body parts when prompted.</p> <p>PD 4b.3 Identifies basic body parts.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to show awareness of personal health and hygiene skills and harmful objects and situations.</p> <p>-Later, children begin to demonstrate independence in personal hygiene skills and understanding of harmful objects and situations.</p>	
<ul style="list-style-type: none"> <li>• Participates in indoor and outdoor physical activities (e.g., running, jumping, climbing)</li> <li>• Avoids dangers (e.g., blows on hot foods, hot surfaces, sharp utensils), but cannot be relied on to keep self safe</li> <li>• Communicates to adult when someone hurts them or makes them feel bad</li> <li>• Attempts personal care tasks independently (e.g., dressing, wipes nose with tissue, washes/dries hands)</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b></p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p>PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.2 Points to body parts when prompted.</p> <p>PD 4b.3 Identifies basic body parts.</p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to demonstrate growing independence in personal hygiene, and personal care when eating dressing, washing hands, brushing teeth, and toileting.</p> <p>-Later, children begin to demonstrate knowledge about health, harmful objects, and situations.</p>	
<ul style="list-style-type: none"> <li>• Actively participates in indoor/outdoor physically active play that enhances health and well-being</li> <li>• Takes care of own toileting needs</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b></p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies</p>



<ul style="list-style-type: none"> <li>• Cooperates and assists adult with tooth brushing</li> <li>• Uses good personal hygiene practices</li> <li>• Follows program or safety rules with few reminders and recognizes signs of danger</li> <li>• Communicates to peers and adults when seeing dangerous behaviors</li> <li>• Understands the difference between safe and unsafe touch</li> <li>• Identifies appropriate clothing for various weather conditions</li> <li>• Recognizes safety issues with guns, water, fire, and strangers</li> </ul>	<p>dangerous situations and seeks help.  PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.3 With help, participates in self-care routines.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.  PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
<p><b>4-5 years:</b>  -Children begin to explain healthy practices, harmful objects and situations and respond independently most of the time.  -Later, children begin to initiate and carry out personal tasks independently from adults.</p>	
<ul style="list-style-type: none"> <li>• Recognizes danger and poison symbols and avoids those objects/areas</li> <li>• Recognizes the importance of doctor and dentist visits as a necessary and positive experience</li> <li>• Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose)</li> <li>• Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters)</li> <li>• Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers)</li> <li>• Recognizes personal privacy in relation to their body</li> <li>• Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose,</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.  PD 3.5 Describes reasons for safety rules and reminds others to follow them.  PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.  PD 4a.6 Maintains personal needs and proper hygiene with occasional</p>

<p>dressing</p>	<p>reminders.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.4 Describes the function of basic body parts. Can locate body pain.  PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.  PD 4b.6 When feeling sick, describe symptoms. Describes some contagious diseases.</p>
<p><i>Nutrition</i></p>	
<p><b>Standard (HP.04):</b> Develops healthy eating habits and exhibits increasing independence in eating abilities</p>	
<p><b>Birth-9 months:</b>  -Children begin to self-regulate food intake, and indicate hunger and fullness with body language.  -Later, children begin to eat solid food.</p>	
<ul style="list-style-type: none"> <li>• Breast or bottle feeds, depending on familial preference</li> <li>• Uses facial expressions and body movements to indicate hunger and satiation</li> <li>• Regulates speed and intensity of eating</li> <li>• May experiment with tastes of pureed foods beginning at 6 months, and/or with physician's approval</li> <li>• Explores food with fingers</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p><b>7-20 months:</b>  -Children begin to feed themselves different foods, including finger foods.  -Later, children begin to use words and actions to indicate likes, dislikes, and satiation.</p>	
<ul style="list-style-type: none"> <li>• Tries and eats a variety of foods</li> <li>• Uses actions or words to indicate needs/ preferences (e.g., turns head away, reaches toward food)</li> <li>• Shows increasing interest in food and meal times</li> <li>• Occasionally uses fork and spoon, although not always with accuracy</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.  PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>

<p><b>18-36 months:</b></p> <ul style="list-style-type: none"> <li>-Children begin to participate in meal routines with support.</li> <li>-Later, children begin to communicate nutrition related information (e.g., names foods served).</li> </ul>	
<ul style="list-style-type: none"> <li>• Eats own food at table with other children and/or adults</li> <li>• Distinguishes between food and non-food items</li> <li>• Uses serving utensils and begins to pass/receive food with assistance</li> <li>• Uses fork and spoon with limited accuracy, but continues to use fingers often</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p><b>3-4 years:</b></p> <ul style="list-style-type: none"> <li>-Children begin to eat a variety of foods and learn about food through observation and modeling during mealtimes.</li> <li>-Later, children begin to participate in mealtime routines with increasing independence and increase consistency in using serving and eating utensils.</li> </ul>	
<ul style="list-style-type: none"> <li>• Uses spoon and fork, but may resort to fingers for efficiency</li> <li>• Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared</li> <li>• Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences</li> <li>• Knows and participates in routines for serving, passing, and cleaning up after meals</li> <li>• Uses serving utensils to self-serve food and exhibits increasing accuracy</li> <li>• Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p>PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>
<p><b>4-5 years:</b></p> <ul style="list-style-type: none"> <li>-Children begin to become more curious and enthusiastic about eating and trying new foods.</li> <li>-Later, children begin to take more responsibility for eating and food choices.</li> </ul>	
<ul style="list-style-type: none"> <li>• Accepts a wider variety of foods with various textures and</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p>

flavors <ul style="list-style-type: none"> <li>• Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife</li> <li>• Identifies food sources and is able to distinguish more or less healthy foods</li> <li>• Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play</li> <li>• States food preferences, but is willing to try most new foods</li> <li>• Able to provide simple explanations for their own and/or others' food allergies</li> </ul>	PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
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Language and Literacy	
Listening and Understanding	
<b>Standard (LL.01):</b> Demonstrates continual growth in understanding increasingly complex and varied vocabulary	
<b>Birth-9 months:</b> -Children begin to respond to sounds in the environment. -Later, children begin to demonstrate receptive communication by paying attention when familiar adults talk or sign about objects, people, and events.	
<ul style="list-style-type: none"> <li>• Startles or turns to sounds in the environment (e.g., loud sounds, voices, car horn)</li> <li>• Responds to words or gestures (stops crying when caregiver says “bottle”, smiles or laughs when told “Mommy/ Daddy is here”)</li> <li>• Shows understanding of some words, gestures, or signs</li> <li>• Reacts when hearing own name</li> </ul>	<b>LLD 1a Listening: Understands and interprets language</b> LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.  <b>LLD 1b Listening: Follows directions</b> LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.
<b>7-20 months:</b> -Children begin to engage in joint attention with a familiar adult. -Later, children begin to listen to others and respond to feelings and expressed ideas.	
<ul style="list-style-type: none"> <li>• Carries out simple request (wave “bye-bye”) or responds to</li> </ul>	<b>LLD 1a Listening: Understands and interprets language</b>

<p>simple questions (“Where’s your ball?”)</p> <ul style="list-style-type: none"> <li>• Recognizes familiar social games and routines (smiles or pats hands together when the adult says “pat-a-cake”)</li> <li>• Points to objects, pictures, and body parts (nose, eyes, ears) as part of interactions with adults</li> <li>• Understands approximately 100 words/ utterances relevant to their experience and cultural context</li> </ul>	<p>LLD 1a.1 Turns head toward the person speaking.  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.  LLD 1b.2 With prompts and gestures, follows a one-step direction.  LLD 1b.3 Follows related two-step directions given verbally.</p>
<p><b>18-36 months:</b>  -Children begin to listen to simple directions and conversations with understanding.  -Later, children begin to demonstrate understanding of many vocabulary words.</p>	
<ul style="list-style-type: none"> <li>• Attends to and gains information from short stories, rhymes, fingerplays, and songs</li> <li>• Responds with understanding to action words, such as “Let’s put the baby in bed”</li> <li>• Follows directions such as “Please go wash your hands, then sit down at the table”</li> <li>• Answers simple questions using short sentences</li> <li>• Imitates sounds and simple rhythms</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.  LLD 1a.4 Listens then responds appropriately.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.2 With prompts and gestures, follows a one-step direction.  LLD 1b.3 Follows related two-step directions given verbally.  LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
<p><b>3-4 years:</b>  -Children begin to listen to directions and conversations with understanding.  -Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story</p>	
<ul style="list-style-type: none"> <li>• Listens to others and responds to feelings and expressed ideas</li> <li>• Demonstrates understanding of the meaning of stories, songs, and poems</li> <li>• Follows single, multistep, and complex directions in order. At first with adult support and later on their own</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  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.</p>

<ul style="list-style-type: none"> <li>Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story</li> </ul>	<b>LLD 1b Listening: Follows directions</b> 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.
<b>4-5 years:</b> -Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when). -Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.	
<ul style="list-style-type: none"> <li>Retells 2-3 key events from a well-known story</li> <li>Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities</li> <li>Understands increasingly complex sentences that include multiple concepts</li> </ul>	<b>LLD 1a Listening: Understands and interprets language</b> LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.  <b>LLD 1b Listening: Follows directions</b> LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally.
<i>Speaking and Communicating</i>	
<b>Standard (LL.02):</b> Develops foundational skills to communicate effectively for a variety of purposes	
<b>Birth-9 months:</b> -Children begin to cry to signal discomfort or distress. -Later, children begin to use gestures, actions, and expressions to communicate needs, wants, and feelings.	
<ul style="list-style-type: none"> <li>Uses differing cries to signal various needs</li> <li>Communicates nonverbally with adults and other children (e.g., reaches for object to indicate desire or turns away to end an interaction)</li> <li>Combines different types of babbles</li> <li>Uses some consonant-vowel combinations (e.g., ba, ma)</li> <li>Engages in vocal play and turn-taking communication games with responsive adults</li> </ul>	<b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  <b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.

<ul style="list-style-type: none"> <li>• Begins to point to objects in the environment</li> <li>• Listens to and begins to respond to familiar words (e.g., mama)</li> </ul>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p><b>7-20 months:</b>  -Children begin to use words and actions to communicate their needs and wants.  -Later, children begin to decrease babbling and begin to build their vocabulary.</p>	
<ul style="list-style-type: none"> <li>• Babbles using the sounds of their home language</li> <li>• Uses nonverbal communication to express ideas (e.g., signs “more”, waves bye-bye)</li> <li>• Names a few familiar objects in environment</li> <li>• Uses one word to convey a message (e.g., “milk” for “I want milk”)</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p><b>18-36 months:</b>  -Children begin to use words, phrases, short sentences, and gestures</p>	



<p>to communicate needs, wants, feelings, or thoughts. -Later, children begin to use new vocabulary words in meaningful contexts.</p>	
<ul style="list-style-type: none"> <li>Communicates verbally ranging from single words to simple sentences</li> <li>Uses words or phrases to express wants, seek attention, protest, comment, or offer greetings</li> <li>Names objects or actions in picture books</li> <li>Asks questions to achieve more information (e.g., What's that?)</li> <li>Speaks so that familiar listeners (family members or others in the child's immediate environment) are able to understand</li> <li>Is able to say own name</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p><b>3-4 years:</b>  -Children begin to use complex gestures and actions to enhance communication.  -Later, children begin to use expanded sentences when communicating with others.</p>	
<ul style="list-style-type: none"> <li>Greets and initiates interactions with adults and peers</li> <li>Uses sentences that include two or more separate ideas using new vocabulary that has been introduced</li> <li>Understands different rules for using language and variation in</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p>

<p>voice level</p> <ul style="list-style-type: none"> <li>• Begins to understand body language as a nonverbal means of communication</li> <li>• Uses some question words and some prepositions</li> <li>• Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners</li> <li>• Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures)</li> <li>• Uses social conventions in language with adult support</li> <li>• Uses simple pronouns (e.g., I, me, you, mine, he)</li> <li>• Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common</li> </ul>	<p>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p><b>4-5 years:</b> -Children begin to use complex sentences. -Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.</p>	
<ul style="list-style-type: none"> <li>• Attempts to independently solve problems through communicating with other children</li> <li>• Follows agreed upon rules for discussions</li> <li>• Understands and uses most question words</li> <li>• Uses many frequently occurring prepositions</li> <li>• Begins to use new words and phrases acquired through conversations and exposures to texts</li> <li>• Uses increasingly longer and more complex sentences to communicate ideas</li> <li>• Changes word tense to indicate time</li> <li>• Uses language to share ideas and gain information</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.4 Stays on topic for two to three exchanges.</p>

<ul style="list-style-type: none"> <li>• Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)</li> <li>• Maintains a topic of conversation through multiple exchanges</li> </ul>	<p>LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<i>Phonological Awareness</i>	
<b>Standard (LL.03):</b> Demonstrates knowledge of phonological awareness	
<p><b>Birth-9 months:</b> -Children begin to babble and practice the sounds of their language(s). -Later, children begin to respond to verbal communication through the use of sounds and physical movements.</p>	
<ul style="list-style-type: none"> <li>• Startles to unfamiliar sounds</li> <li>• Looks or turns towards a familiar person who says the child's name</li> <li>• Coos and uses physical movements to engage familiar others</li> <li>• Pays attention to familiar adults when they speak</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p><b>7-20 months:</b> -Children begin to repeat sounds initiated by adults.</p>	

<p>-Later, children begin to make syllables and words</p>	
<ul style="list-style-type: none"> <li>• Responds appropriately to familiar words (puts arms in the air when adult says “so big”)</li> <li>• Labels sounds when they are heard (e.g., says “dog” when they hear a dog barking)</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.  LLD 3a.3 Suggests a missing rhyming word within a poem or song.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Shows awareness of separate words in spoken language.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.  LLD 3c.3 Engages in word and sound play through songs and games.</p>
<p><b>18-36 months:</b>  -Children begin to repeat a sound sequence (e.g., E, I, E, I, O).  -Later, children begin to show interest, understanding or enjoyment when participating in language activities.</p>	
<ul style="list-style-type: none"> <li>• Uses and imitates sounds when playing</li> <li>• Recognizes sounds that are similar to those found in name</li> <li>• Engages in activities that include rhyme and alliteration</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.  LLD 3a.3 Suggests a missing rhyming word within a poem or song.  LLD 3a.4 Identifies when two words rhyme.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Shows awareness of separate words in spoken language.  LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.2 Imitates or repeats sounds and tones.  LLD 3c.3 Engages in word and sound play through songs and games.  LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>
<p><b>3-4 years:</b>  -Children begin to engage in word and sound play with adults.</p>	

<p>-Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).</p>	
<ul style="list-style-type: none"> <li>• Shows enjoyment of rhymes and alliteration</li> <li>• Listens to two words and determines whether or not they rhyme</li> <li>• Notices that several words or names begin with the same sound</li> <li>• Claps hands for each syllable in words</li> <li>• Recognizes rhyming words in songs, chants or poems</li> <li>• Identifies when initial sounds in words are the same (e.g., pumpkin, puppet)</li> <li>• Distinguishes individual words in a sentence</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.3 Suggests a missing rhyming word within a poem or song.  LLD 3a.4 Identifies when two words rhyme.  LLD 3a.5 Produces rhyming words when given a word.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  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.  LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.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><b>4-5 years:</b>  -Children begin to demonstrate basic knowledge of letter-sound correspondence.  -Later, children begin to identify, blend, and segment syllables in spoken words.</p>	
<ul style="list-style-type: none"> <li>• Makes rhymes to simple words</li> <li>• Demonstrates phonemic awareness by playing with sounds to create new words</li> <li>• Able to distinguish and count syllables in words</li> <li>• Isolates the initial sound in some words</li> <li>• Produces rhyming words or words that have same initial sound</li> <li>• Progresses in listening and telling differences in phonemes</li> <li>• Isolates beginning and ending sounds of printed or spoken words</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.4 Identifies when two words rhyme.  LLD 3a.5 Produces rhyming words when given a word.  LLD 3a.6 Rhymes with real and nonsensical words.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.  LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.  LLD 3b.6 Deletes large units of sound.</p>

	<p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.4 Identifies and produces words that have the same beginning sound.  LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.  LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.</p>
<i>Book Knowledge and Appreciation</i>	
<b>Standard (LL.04):</b> Demonstrates interest in and appreciation of reading-related activities	
<p><b>Birth-9 months:</b>  -Children begin to form the foundation for early literacy by exploring books and printed materials.  -Later, children begin to focus attention while looking at printed materials for a brief period of time.</p>	
<ul style="list-style-type: none"> <li>• Explores physical features of books (chews, touches, handles, mouths)</li> <li>• Responds to language and shows enjoyment of the sounds and rhythms of language</li> <li>• Looks at picture books and listens to adult talk about pictures</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.1 Opens and closes books, looks at them and points to pictures.  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.1 Interacts by reaching for or patting when a book is read.  LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.1 Looks at and listens to books read aloud by an adult.  LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
<p><b>7-20 months:</b>  -Children begin to initiate literacy activity by gesturing towards a book or turning pages of a board book.  -Later, children begin to actively engage in literacy activities with printed materials.</p>	

<ul style="list-style-type: none"> <li>• Explores books with interest</li> <li>• Points to familiar pictures and actions in books</li> <li>• Names pictures of familiar objects in books</li> <li>• Brings book to an adult to read</li> <li>• Holds book upright</li> <li>• Begins to recognize favorite books by the cover</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.1 Opens and closes books, looks at them and points to pictures.  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.  LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.1 Interacts by reaching for or patting when a book is read.  LLD 6a.2 Chooses and holds a book and looks intently at each page.  LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.1 Looks at and listens to books read aloud by an adult.  LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.  LLD 6b.3 Identifies the characters and setting in a story.</p>
<p><b>18-36 months:</b>  -Children begin to demonstrate an understanding of printed words and materials.  -Later, children begin to increase ability to focus for longer periods of time on printed materials which are of interest.</p>	
<ul style="list-style-type: none"> <li>• Sustains attention for short periods of time while being read a book</li> <li>• Pretends to read books, turns pages, talks about or signs what is happening in the book</li> <li>• Uses phrases to describe events in books</li> <li>• Imitates concepts or actions from a familiar book</li> <li>• Requests favorite book to be read repeatedly</li> <li>• Holds book right side up and begins to turn pages from front to back</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.  LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.  LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  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 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p>



	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to understand that books are comprised of written words.</p> <p>-Later, children begin to increase their knowledge about books and how they typically are read (e.g., holds book right side up, turns pages front to back).</p>	
<ul style="list-style-type: none"> <li>• Demonstrates interest in and appreciation of reading-related activities</li> <li>• Relates events in story to own knowledge and experience</li> <li>• Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures)</li> <li>• Asks people to read stories, signs, and notes</li> <li>• Understands that print carries meaning</li> <li>• Answers questions about a story that has been read or repeats parts of the story</li> <li>• Chooses a favorite book</li> <li>• Tells stories to others, real and imaginary</li> <li>• Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> <p>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p><b>4-5 years:</b></p> <p>-Children begin to know features of books such as title, author, and</p>	

illustrator. -Later, children begin to independently choose to “read” books and select a variety of texts including fiction and non-fiction.	
<ul style="list-style-type: none"> <li>Utilizes books as a source of information</li> <li>Identifies main components of a story (major plot points)</li> <li>Asks people to read stories, signs, or notes</li> <li>Knows how to care for books</li> <li>Shows knowledge of basic print conventions when “reading” picture books</li> <li>Pretends to read book titles/simple stories</li> <li>Knows specific words related to books such as author and illustrator</li> </ul>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p>LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6a.6 With support, compares similarities between two texts.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b></p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> <p>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p> <p>LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.</p>
<i>Print Awareness and Early Writing</i>	
<b>Standard</b> (LL.05): Conveys meaning through drawing, letters, and words	
<p><b>Birth-9 months:</b></p> <p>-Children begin to develop eye-hand coordination.</p> <p>-Later, children begin to manipulate materials with increasing precision.</p>	
<ul style="list-style-type: none"> <li>Hand movements become more precise and child can grasp objects and pass from hand to hand by the end of this stage</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p>

	<p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.1 With adult support, makes a mark with a writing tool or other material.  LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.1 Explores various tools used to write.  LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p><b>7-20 months:</b>  -Children begin to make marks on paper with a large crayon or marker as a way of exploring writing materials.  -Later, children begin to become actively engaged in literacy activities with printed materials.</p>	
<ul style="list-style-type: none"> <li>• Explores what he/she can do with crayons and paper and imitates what older children or adults do with similar materials</li> <li>• Uses pincer grasp to pick up items</li> <li>• Shows interest in writing</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b>  LLD 4.1 Explores books and toys with letters and related images.  LLD 4.2 Participates in letter songs and activities.  LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.1 With adult support, makes a mark with a writing tool or other material.  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><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.1 Explores various tools used to write.  LLD 7b.2 Makes handprints or fingerprints with adults.  LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p>
<p><b>18-36 months:</b>  -Children begin to make scribbles on paper to represent an object or action.  -Later, children begin to have an increased awareness and understanding of the variety of different types of print found in their environment.</p>	

<ul style="list-style-type: none"> <li>• Experiments with a variety of writing tools, materials, and surfaces</li> <li>• Progresses from random scribbling to controlled scribbles</li> <li>• Draws simple shapes or scribbles to represent objects or actions</li> <li>• Draws straight lines or curved lines</li> <li>• Talks with others about what they have drawn/written</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.2 Participates in letter songs and activities.</p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.2 Makes random marks or draws with writing tools.</p> <p>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.2 Makes handprints or fingerprints with adults.</p> <p>LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning.</p> <p>-Later, children begin to draw or “write” to convey an idea, event or story. Children continue to progress in identifying of letters.</p>	
<ul style="list-style-type: none"> <li>• Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs)</li> <li>• Shows an interest in early writing</li> <li>• Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories</li> <li>• Copies simple lines and shapes</li> <li>• Writes some letter-like forms and letters with adult support</li> <li>• Identifies his/her writing as distinct from his/her drawing</li> <li>• Labels a drawing with several randomly placed, letter-like shapes</li> <li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be named</li> <li>• Shows awareness of letters (sings ABC song, recognizes</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> <p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7a.5 Writes first name and some letters. Begins to use inventive</p>

<p>letter(s) from own name)</p> <ul style="list-style-type: none"> <li>• Creates writing with the intent of communicating (e.g., makes a pretend list)</li> <li>• “Reads” familiar environmental print (e.g., logos, signs)</li> <li>• Recognize the letters in their own name</li> </ul>	<p>spelling. Letters may be out of order or backward.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> <p>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p><b>4-5 years:</b></p> <p>-Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds.</p> <p>-Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.</p>	
<ul style="list-style-type: none"> <li>• Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)</li> <li>• Identifies some letters and numbers and progresses in the identification of letters</li> <li>• Uses pretend writing in play as a purposeful activity</li> <li>• Recognizes and/or writes own name on artwork or possessions</li> <li>• Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning</li> <li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them</li> <li>• Attends to the beginning letters in sounds and words.</li> <li>• Recognizably writes a majority of letters in their name</li> <li>• Copies environmental print from signs/labels posted around room</li> <li>• Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters)</li> <li>• May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> <p>LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.</p> <p><b>LLD 7a Writing: Emergent writing</b></p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b></p> <p>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> <p>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p> <p>LLD 7b.6 Draws and writes to express ideas or share an opinion.</p>

Mathematics	
<i>Number and Operations</i>	
<b>Standard (M.01):</b> Demonstrates awareness of quantity, counting, and numeric competencies	
<b>Birth-9 months:</b> -Children begin to explore a variety of materials. -Later, children begin to develop an understanding of quantity as they interact with objects.	
<ul style="list-style-type: none"> <li>Expresses desire for “more” through facial cues, sounds, and gestures</li> <li>Explores objects one at a time</li> <li>Holds on to more than one object at a time (grasps toy in one hand and reaches for another object with other hand)</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b>          M 1a.1 Listens to counting songs and chants.          M 1a.2 Says or sings random numbers, may be out of order.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b>          M 1b.1 Sees number in everyday context.          M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>          M 1c.1 Points to objects.          M 1c.2 Uses one-to-one correspondence to match objects or pictures.          [1]</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>          M 1d.1 Looks for an object that is taken out of sight.          M 1d.2 Recognizes amounts up to two without counting.</p> <p><b>M 1e Number Sense: Addition and subtraction</b>          M 1e.1 Watches an adult add or take away toys.          M 1e.2 Adds to and removes objects from a group as prompted.</p>
<b>7-20 months:</b> -Children begin to experiment with quantities and space (fills and dumps containers). -Later, children begin to show interest in real-life mathematical concepts.	
<ul style="list-style-type: none"> <li>Begins to recognize the concept of quantity using “more” or “all</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b>

<p>gone”</p> <ul style="list-style-type: none"> <li>• Imitates counting naming some number words without regard to sequence</li> <li>• Understands descriptive words (big/small/ same)</li> </ul>	<p>M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b> M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1] M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p>
<p><b>18-36 months:</b> -Children begin to use number words to label quantities, though may be incorrect. -Later, children begin to assign meaning to numbers.</p>	
<ul style="list-style-type: none"> <li>• Compares collections that are quite different in size</li> <li>• Rote counts to 5</li> <li>• Begins to count objects by pointing to objects, but does not apply one-to-one correspondence</li> <li>• Imitates counting rhymes or songs</li> <li>• Recognizes some numerals</li> <li>• Identifies first and second in a sequence (ordinal numbers)</li> <li>• Begins to recognize how adding or subtracting objects changes</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p>



<p>the quantity</p>	<p>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p>M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b></p> <p>M 1d.2 Recognizes amounts up to two without counting.</p> <p>M 1d.3 Recognizes amounts up to three without counting.</p> <p>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><b>M 1e Number Sense: Addition and subtraction</b></p> <p>M 1e.2 Adds to and removes objects from a group as prompted.</p> <p>M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p> <p>M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to coordinate verbal counting with objects by pointing to or moving objects.</p> <p>-Later, children begin to spontaneously count for own purposes.</p>	
<ul style="list-style-type: none"> <li>• Counts to 10 by ones with minimal prompting</li> <li>• Accurately counts quantities of objects up to 10, using one-to one-correspondence</li> <li>• Compares groups of up to 5 objects</li> <li>• Represents addition and subtraction by manipulating up to 5 objects (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”; “I have four carrot sticks. I’m eating one. Now I have 3.”)</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b></p> <p>M 1a.3 Verbally counts to five.</p> <p>M 1a.4 Verbally counts to ten.</p> <p>M 1a.5 Verbally counts to twenty.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b></p> <p>M 1b.3 Identifies numerals up to five.</p> <p>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p>M 1b.5 Identifies numerals up to twenty and understands the numeral</p>

	<p>reflects the quantity of objects. Writes numerals up to ten.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.3 Points to one object at a time while counting up to five.  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.3 Recognizes amounts up to three without counting.  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.  M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.  M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.  M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p>
<p><b>4-5 years:</b>  -Children begin to count to answer “how many” questions.  -Later, children begin to compare two numbers between 1 and 5 in written form (e.g., 4 is more than 2).</p>	
<ul style="list-style-type: none"> <li>• Begins to subitize small quantities of up to 3 or 4 objects</li> <li>• Counts verbally or signs to 20 by ones</li> <li>• Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10</li> <li>• Understands cardinality</li> <li>• Begins to represent simple word problem data in pictures and drawings</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.4 Verbally counts to ten.  M 1a.5 Verbally counts to twenty.  M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.4 Identifies numerals up to ten and understands the numeral</p>

	<p>reflects the quantity of objects. Writes numerals up to five.  M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.  M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.  M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.  M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.  M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.  M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.  M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.</p>
<i>Geometry and Spatial Sense</i>	
<b>Standard (M.02):</b> Develops understanding of geometric shapes and spatial relationships	
<b>Birth-9 months:</b> -Children begin to use observation and sensory exploration to build and understanding of how objects move in relationship to each other.	

<p>-Later, children begin to explore how objects fit together and move.</p>	
<ul style="list-style-type: none"> <li>• Observes objects and people in the immediate environment</li> <li>• Reaches and grasps for objects</li> <li>• Explores object through the use of different senses</li> <li>• Focuses attention on an object in motion and follows it</li> <li>• Puts objects in, out, on, and off of other things</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.1 Participates as caregiver raises arms or legs and says up/down.  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.1 Manipulates objects that are a variety of shapes.  M 3.2 Matches two identical shapes.</p>
<p><b>7-20 months:</b>  -Children begin to use trial and error to discover how objects fit in relationship to each other.  -Later, children begin to match identical simple shapes.</p>	
<ul style="list-style-type: none"> <li>• Adjusts reach and grasp based on distance, size, and weight of object</li> <li>• Drops objects and watches them move</li> <li>• Explores space by moving self over, under, through, in, and around various objects and spaces</li> <li>• Begins to identify physical obstacles and possible solutions (crawls around chair to reach object)</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.  M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.1 Participates as caregiver raises arms or legs and says up/down.  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.  M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.1 Manipulates objects that are a variety of shapes.  M 3.2 Matches two identical shapes.  M 3.3 Identifies one to three two-dimensional shapes.</p>
<p><b>18-36 months:</b></p>	

<p>-Children begin to combine shapes to make new shapes. -Later, children begin to use words and gestures to describe the attributes of objects.</p>	
<ul style="list-style-type: none"> <li>• Recognizes proper direction of objects (e.g., turns over upside-down cup)</li> <li>• Hides behind or between objects for play</li> <li>• Shows beginning understanding of spatial concepts</li> <li>• Matches similar shapes</li> <li>• Completes basic shape puzzle</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p>
<p><b>3-4 years:</b> -Children begin to identify the properties of shapes. - Later, children begin to complete lined tangrams or pattern block puzzles using simple shapes.</p>	
<ul style="list-style-type: none"> <li>• Responds to and uses spatial words</li> <li>• Recognizes and names simple shapes in various sizes and positions</li> <li>• Combines different shapes to make representations or patterns</li> <li>• Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.3 Finds or places objects next to, between, in front of or behind</p>

	<p>self.</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><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p> <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><b>4-5 years;</b></p> <p>-Children begin to identify sides and angles as distinct parts of shapes.</p> <p>-Later, children begin to group similar objects together and provide rationale for groupings.</p>	
<ul style="list-style-type: none"> <li>• Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube)</li> <li>• Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes</li> <li>• Creates and builds shapes from components</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b></p> <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 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p><b>M 2b Spatial Awareness: Determines object location</b></p> <p>M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>M 2b.5 Explains the location of an object in relation to another object.</p> <p>M 2b.6 Make simple maps or models to represent the location of objects.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b></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>M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.</p>
<i>Patterns and Measurement</i>	

<b>Standard (M.03):</b> Demonstrates awareness of routines, predictable patterns, and attributes that can be measured	
<b>Birth-9 months:</b> -Children begin to create own patterns of self-regulation for sleeping, eating, and play. -Later, children begin to recognize deviations from daily routine and respond to these variations.	
<ul style="list-style-type: none"> <li>• Shows visual interest in contrasting colors, patterns, textures</li> <li>• Explores objects of different sizes and shapes to learn about their properties</li> <li>• Attends to sounds and sensory opportunities encountered</li> <li>• Places objects inside of other objects</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>          M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.          M 4a.2 Explores size and weight of objects in relation to self.</p> <p><b>M 4b Measurement: Compares and orders</b>          M 4b.1 Picks up and puts down objects.          M 4b.2 Places objects in a row in any order.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>          M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.          M 5.2 Notices things that repeat in the environment.</p>
<b>7-20 months:</b> -Children begin to understand that different sizes of containers hold more or less. -Later, children recognize time sequences (“After we change your diaper, we will read a story,” etc.).	
<ul style="list-style-type: none"> <li>• Uses simple nesting or stacking toys (e.g., nests two to three cups, stacks three to four blocks of graduated size)</li> <li>• Compares sizes of objects</li> <li>• Repeats sound patterns (clap hands)</li> <li>• Surprised by unexpected events (e.g., a large box is not heavy; a long object is pulled out of a small space)</li> <li>• Makes observations about measurable attributes (e.g., this is long and straight; this is too big)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>          M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.          M 4a.2 Explores size and weight of objects in relation to self.          M 4a.3 Determines which object is bigger when given two to three objects.</p> <p><b>M 4b Measurement: Compares and orders</b>          M 4b.1 Picks up and puts down objects.          M 4b.2 Places objects in a row in any order.          M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>



	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.  M 5.2 Notices things that repeat in the environment.  M 5.3 Fills in the missing piece of an AB pattern.</p>
<p><b>18-36 months:</b>  -Children begin to identify similarities and differences in objects.  -Later, children begin to explore measurement using non-standard tools.</p>	
<ul style="list-style-type: none"> <li>Follows steps in simple routine</li> <li>Uses some vocabulary related to size and quantity (e.g., big, bigger)</li> <li>Sorts objects into two groups based on a single characteristic</li> <li>Begins to generalize (and overgeneralize) measurement ideas (e.g., all adults are tall)</li> <li>Begins to use nonstandard (e.g., hand, shoe, yarn, block) tools to measure objects</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.2 Explores size and weight of objects in relation to self.  M 4a.3 Determines which object is bigger when given two to three objects.  M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p><b>M 4b Measurement: Compares and orders</b>  M 4b.2 Places objects in a row in any order.  M 4b.3 Compares and orders two to three objects. Identifies the first object.  M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.2 Notices things that repeat in the environment.  M 5.3 Fills in the missing piece of an AB pattern.  M 5.4 Copies, creates and extends AB patterns.</p>
<p><b>3-4 years:</b>  -Children begin to understand that attributes can be compared.  -Later, children begin to order 3 objects by size (e.g., longest to shortest).</p>	
<ul style="list-style-type: none"> <li>Identifies, describes, and extends simple patterns started by adult</li> <li>Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.3 Determines which object is bigger when given two to three objects.  M 4a.4 Identifies that things can be measured and uses nonstandard</p>

<p>measurable attributes (length, height, weight)</p> <ul style="list-style-type: none"> <li>Engages in meaningful conversations reflective of experiences with the materials present in the environment</li> <li>Physically aligns two objects to directly compare length or height</li> <li>Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick)</li> <li>Recognizes size of space ("This paper will let me make a big picture")</li> </ul>	<p>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><b>M 4b Measurement: Compares and orders</b></p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</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> <p><b>M 5 Patterns: Copies, creates and extends patterns</b></p> <p>M 5.3 Fills in the missing piece of an AB pattern.</p> <p>M 5.4 Copies, creates and extends AB patterns.</p> <p>M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.</p>
<p><b>4-5 years:</b></p> <p>-Children begin to use measurable attributes to make comparisons.</p> <p>-Later, children begin to intentionally make their own simple patterns using objects, pictures, actions, and/or words.</p>	
<ul style="list-style-type: none"> <li>Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes</li> <li>Uses comparative language (e.g., shortest, heaviest, biggest)</li> <li>Uses strategies to determine measurable attributes</li> <li>Recognizes/identifies patterns in the environment</li> <li>Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns</li> <li>Completes or extends patterns without adult assistance</li> <li>Begins to create and describe own patterns</li> <li>Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b></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 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>M 4b Measurement: Compares and orders</b></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>

	<p>M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.4 Copies, creates and extends AB patterns.  M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.  M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB.</p>
<i>Data Analysis</i>	
<b>Standard (M.04):</b> Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description	
<p><b>Birth-9 months:</b>  -Children begin to show interest in their environment.  -Later, children begin to explore objects of various sizes, shapes, and weights.</p>	
<ul style="list-style-type: none"> <li>Shows visual interest in contrasting colors, patterns, textures</li> <li>Places objects inside of other objects</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  M 6.1 Notices when two objects are similar in some way.  M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p><b>7-20 months:</b>  -Children begin to show preference for objects and activities.  -Later, children begin to compare objects.</p>	
<ul style="list-style-type: none"> <li>Puts similar objects into piles</li> <li>Uses size words</li> <li>Begins to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  M 6.1 Notices when two objects are similar in some way.  M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.  M 6.3 Sorts objects by one feature. [2]</p>
<p><b>18-36 months:</b>  -Children begin to understand descriptive words.  -Later, children begin to identify similarities and differences in objects.</p>	
<ul style="list-style-type: none"> <li>Persists in activities that include organizing data (e.g., creating a chart of children's preferences following an apple tasting</li> </ul>	<p><b>M 6 Classification: Sorts and graphs</b>  M 6.2 Creates groups of objects by common characteristics but may be</p>

activity) <ul style="list-style-type: none"> <li>When prompted, communicates thinking while engaged in mathematical activities</li> </ul>	mixed or inconsistent. M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]
<b>3-4 years:</b> -Children begin to represent data using concrete objects, pictures, and simple graphs. -Later, children begin to compare and interpret data collected	
<ul style="list-style-type: none"> <li>Graphs real objects or pictures of objects as a way to organize information</li> <li>Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest)</li> <li>Describes and analyzes information from simple graphs</li> </ul>	<b>M 6 Classification: Sorts and graphs</b> M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3] M 6.5 Sorts objects by more than one feature and explains why.
<b>4-5 years:</b> -Children begin to identify problems and persevere in finding ways to solve them. -Later, children begin to use ordinal numbers to describe objects and activities.	
<ul style="list-style-type: none"> <li>Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple)</li> <li>Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same”</li> <li>Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.)</li> <li>Draws simple maps of the learning environment, neighborhood, or other relevant place</li> </ul>	<b>M 6 Classification: Sorts and graphs</b> M 6.4 After sorting objects by one feature, sorts again by a different feature. [3] M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.

<b>Science</b>	
<i>Scientific Knowledge</i>	
<b>Standard (S.01):</b> Demonstrates a basic awareness and use of scientific concepts	

<p><b>Birth-9 months:</b>          -Children begin to focus attention on sound, movement, and objects in their environment.          -Later, children begin to perform actions on objects and observe results.</p>	
<ul style="list-style-type: none"> <li>• Explores strategies to create a result (shakes rattle to see if it produces a sound, tries to activate musical toy)</li> <li>• Gains knowledge about the environment through observation and physical manipulation (banging hard objects together produces a sound, stack of blocks falls when pushed, water splashes)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.1 Looks for a person or toy that has moved out of sight.          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.1 Uses senses to explore environment.          SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p><b>7-20 months:</b>          -Children begin to imitate the actions of others as they explore objects.          -Later, children begin to notice and react to cause and effect within the physical environment.</p>	
<ul style="list-style-type: none"> <li>• Gains knowledge about the environment through physical manipulation (puts shapes in shape sorter, engages in sensory play)</li> <li>• Recognizes and identifies physical properties of objects (big/little, hot/cold, in/out)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.1 Looks for a person or toy that has moved out of sight.          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.          SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.1 Uses senses to explore environment.          SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.          SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p><b>18-36 months:</b>          -Children begin to name familiar objects, animals and body parts.          -Later, children begin to use their communication skills to indicate interests in observations, experiences, and engagement with the world around them.</p>	

<ul style="list-style-type: none"> <li>Increases understanding of simple cause and effect relationships</li> <li>Shows interest in scientific concepts related to space and time</li> <li>Shows increased knowledge and memory for details and routines</li> <li>Expands vocabulary related to scientific concepts (e.g., names animals, describes weather)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p><b>3-4 years:</b>  -Children begin to show interest in active investigations by observing, describing, and discussing phenomena.  -Later, children begin to develop increased ability to observe and discuss things that are similar and different.</p>	
<ul style="list-style-type: none"> <li>Compares and contrasts properties of objects (e.g., sink or float)</li> <li>Provides simple verbal or signed descriptions of observed phenomenon</li> <li>Differentiates between living and nonliving organisms</li> <li>Describes or represents a series of events in the correct sequence</li> <li>Begins to use scientific vocabulary</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p><b>4-5 years:</b></p>	

<p>-Children begin to ask more complex questions regarding science concepts.</p> <p>-Later, children begin to make increasingly complex observations of objects, organisms and events.</p>	
<ul style="list-style-type: none"> <li>• Shows interest in measurement of time, length, distance, weight</li> <li>• Describes observable phenomena using adjectives and labels</li> <li>• Uses scientific practice words (e.g., observe, experiment, compare)</li> <li>• Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves)</li> <li>• Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects</li> <li>• Uses non-adult sources to gather information (e.g., reference books)</li> <li>• Develops beginning understanding of caring for the environment</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<p><i>Scientific Skills and Methods</i></p>	
<p><b>Standard (S.02):</b> Develops foundational skills in learning and understanding about the world through exploration and investigation</p>	
<p><b>Birth-9 months:</b></p> <p>-Children begin to observe and experience the environment using all five senses.</p> <p>-Later, children begin to gather information through their senses (e.g., mouthing, grasping, reaching).</p>	
<ul style="list-style-type: none"> <li>• Shows initiative and curiosity (pursues interesting object – first visually, then by reaching, crawling, etc.)</li> <li>• Manipulates and explores unfamiliar item to discover what it will do</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></p> <p>SCI 2b.1 Reacts to weather changes in immediate environment.</p>



	<p>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> <p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.1 Kicks feet or shakes arms to make other objects move.  SCI 3a.2 Uses body to push or pull toys.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.1 Uses senses to explore objects in an immediate environment.  SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p><b>7-20 months:</b>  -Children begin to engage in purposeful actions to cause things to happen.  -Later, children begin to solve problems using trial and error.</p>	
<ul style="list-style-type: none"> <li>Actively explores objects and experiences their properties through the senses</li> <li>Repeats actions that cause an interesting effect (drops food from high chair to hear the “plop”), at first by accident and later, intentionally</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth’s environment</b>  SCI 2b.1 Reacts to weather changes in immediate environment.  SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.  SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.1 Kicks feet or shakes arms to make other objects move.  SCI 3a.2 Uses body to push or pull toys.  SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>

	<p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.1 Uses senses to explore objects in an immediate environment.</p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> <p>SCI 3b.3 Begins to name colors.</p>
<p><b>18-36 months:</b></p> <p>-Children begin to actively experiment with their environment to make new discoveries happen.</p> <p>-Later, children begin to demonstrate an understanding of cause and effect.</p>	
<ul style="list-style-type: none"> <li>• Uses descriptive words to make observations, and describe objects and actions in the environment</li> <li>• Demonstrates initiative and curiosity in exploring the environment</li> <li>• Engages in simple processes to reach an outcome (e.g., mixes paint colors to see what happens)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></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>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or</p>

	<p>sight.</p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>
<p><b>3-4 years:</b></p> <p>-Children begin to observe with a focus on details.</p> <p>-Later, children begin to explore and experiment with familiar and unfamiliar objects.</p>	
<ul style="list-style-type: none"> <li>• Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature)</li> <li>• Begins to look for answers to questions through active investigation</li> <li>• Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses)</li> <li>• Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></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> <p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>

	SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
<b>4-5 years:</b> -Children begin to use simple tools to extend investigations. -Later, children begin to use senses, materials, tools, technology, events in nature, and the environment to investigate and expand knowledge.	
<ul style="list-style-type: none"> <li>• Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen</li> <li>• Independently uses simple tools to conduct an investigation to increase understanding</li> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts</li> <li>• Communicates results of an investigation</li> <li>• Begins to distinguish evidence from opinion</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>          SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.          SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.          SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>          SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.          SCI 2b.5 Identifies current season and explains how weather affects personal life.          SCI 2b.6 Explains that different places have disparate kinds of weather and climates.</p> <p><b>SCI 3a Physical Science: Explores forces and motion</b>          SCI 3a.4 Explains how vehicles, animals and people move.          SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.          SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>          SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.          SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p>

	SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
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<b>Creative Arts</b>	
<i>Music</i>	
<b>Standard (CA.01):</b> Develops foundational skills to support creative expression through voice, instruments, and objects	
<b>Birth-9 months:</b> -Children begin to react to music in the environment. -Later, children begin to intentionally produce sounds (smack lips, squeal on purpose).	
<ul style="list-style-type: none"> <li>• Begins to calm when hearing songs or soothing voices</li> <li>• Experiments with vocalizations and sounds</li> <li>• Bangs or shakes object to produce a sound</li> </ul>	<b>CA 1a Music: Expresses through music</b> CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing.  <b>CA 1b Music: Develops rhythm</b> CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.  <b>CA 1c Music: Develops tone</b> CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
<b>7-20 months:</b> -Children begin to respond to music by moving own body (wiggling, moving). -Later, children begin to imitate parts of songs with sounds, words, or gestures.	
<ul style="list-style-type: none"> <li>• Enjoys producing music and other sounds with rattles, bells, music boxes, etc.</li> <li>• Imitates sounds using voice or objects</li> <li>• Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts</li> <li>• Claps, bounces, and begins to dance to music</li> </ul>	<b>CA 1a Music: Expresses through music</b> CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  <b>CA 1b Music: Develops rhythm</b>

	<p>CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.  CA 1c.2 Responds to changes in sound, volume or melody.  CA 1c.3 Understands the difference between singing and speaking voices.</p>
<p><b>18-36 months:</b>  -Children begin to enjoy repetition of favorite songs and other musical experiences.  -Later, children begin to respond with voice, body, or instruments to longer segments of music.</p>	
<ul style="list-style-type: none"> <li>• Repeats parts of simple songs</li> <li>• Uses instruments to produce rhythm and musical sounds</li> <li>• Experiments with a variety of sound-making objects</li> <li>• Participates in musical activities (singing, dancing, finger plays, etc.)</li> <li>• Knows and asks for favorite songs</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.2 Repeats words in familiar songs and attempts to sing.  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.  CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.2 Responds to changes in sound, volume or melody.  CA 1c.3 Understands the difference between singing and speaking voices.  CA 1c.4 Controls voice to mimic the melodic direction.</p>
<p><b>3-4 years:</b>  -Children begin to explore simple music concepts (tempo, beat).  -Later, children begin to respond to changes heard in music.</p>	
<ul style="list-style-type: none"> <li>• Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat)</li> <li>• Imitates or spontaneously sings an entire verse of a song</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>

<ul style="list-style-type: none"> <li>• Produces rhythmic patterns to familiar songs</li> </ul>	<p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 1b Music: Develops rhythm</b> CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b> CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p><b>4-5 years:</b> -Children begin to initiate new musical activities with voices or instruments. -Later, children begin to use familiar songs, chants, and musical instruments to express creativity</p>	
<ul style="list-style-type: none"> <li>• Sings songs that use the voice in a variety of ways</li> <li>• Responds to rhythmic patterns in music</li> <li>• Describes feelings and reactions in response to diverse musical genres and styles</li> <li>• Creates own songs and movements</li> <li>• Vocalizes and uses instruments in more complex music/songs</li> </ul>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p><b>CA 1b Music: Develops rhythm</b> CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b> CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 1c.6 Controls pitch when singing a familiar song.</p>



<i>Visual Art</i>	
<b>Standard (CA.02):</b> Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms	
<b>Birth-9 months:</b> -Children begin to respond to visual elements present in the environment (light, color, patterns, etc.). -Later, children begin to actively explore sensory objects in the environment.	
<ul style="list-style-type: none"> <li>Shows preference for particular visual stimuli</li> <li>Participates in a variety of tactile/sensory experiences such as water, textures, etc.</li> <li>Explores the physical properties of objects (shape, texture)</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.
<b>7-20 months:</b> -Children begin to explore simple art materials. -Later, children begin to use art media.	
<ul style="list-style-type: none"> <li>Experiments with finger paint, large crayons, and other suitable art materials</li> <li>Expresses preferences for certain art materials</li> <li>Looks at pictures, photographs, and illustrations</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.
<b>18-36 months:</b> -Children begin to gain control of markers, brushes, and other art media. -Later, children begin to create art with some control, and own purpose.	
<ul style="list-style-type: none"> <li>Experiments with a variety of art media and tools to color, paint, scribble, sculpt (play dough)</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.2 Scribbles, colors or paints intentionally on paper.

<ul style="list-style-type: none"> <li>• Shows pride in ability to use art materials and enjoys showing completed art to others</li> <li>• Uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay)</li> <li>• Shows preferences for colors or pictures</li> </ul>	<p>CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p><b>3-4 years:</b> -Children begin to use color, lines, and shapes to communicate meaning. -Later, children begin to progress in ability to create visual art using a variety of materials.</p>	
<ul style="list-style-type: none"> <li>• Demonstrates self-expression with art materials</li> <li>• Creates work that requires some planning</li> <li>• Draws or paints images with a few details</li> <li>• Can work independently</li> <li>• Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake)</li> <li>• Demonstrates the safe and appropriate use and care of art materials and tools</li> </ul>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p><b>4-5 years:</b> -Children begin to broaden artistic exploration. -Later, children begin to develop confidence in expressing creativity.</p>	
<ul style="list-style-type: none"> <li>• Drawing becomes better defined and more detailed</li> <li>• Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art</li> <li>• Recognizes and describes various art forms</li> <li>• Reflects on differences and preferences when encountering artwork</li> <li>• Demonstrates understanding of art vocabulary and concepts</li> <li>• Discusses own artistic creations and those of others</li> </ul>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or</p>

	images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.
<i>Movement</i>	
<b>Standard (CA.03):</b> Develops foundational skills that support creative expression through movement	
<b>Birth-9 months:</b> -Children begin to discover own body. -Later, children begin to kick and wiggle upon hearing familiar sounds.	
<ul style="list-style-type: none"> <li>• Moves body when happy and excited</li> <li>• Responds to music with body movements</li> </ul>	<b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate.  <b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
<b>7-20 months:</b> -Children begin to respond to music with full body movements. -Later, children begin to show growing skill in physical activities.	
<ul style="list-style-type: none"> <li>• Likes to engage in movement activity with adult (e.g., dances, fingerplays)</li> <li>• Begins to initiate or imitate simple body movements (claps hands, touches head when prompted in song)</li> <li>• Engages in creative locomotor and non-locomotor movement</li> </ul>	<b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.  <b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.
<b>18-36 months:</b> -Children begin to use dance/movement for self-expression. -Later, children begin to show increasing body awareness through	

movement.	
<ul style="list-style-type: none"> <li>Shows increasing body control (e.g., hops, jumps, marches)</li> <li>Enjoys creative movement (“hops like a rabbit”, “flies like a bird”)</li> <li>Enjoys silly songs with movement (“Ring Around the Rosey”, “Hokey Pokey”)</li> <li>Dances to music and songs</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.2 Uses purposeful gestures and body language to communicate.  CA 2a.3 Moves in own way to music and rhythm.  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.2 Moves body purposely such as by swaying or bouncing to music.  CA 2b.3 Follows the movements of others. Explores personal space and direction.  CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p>
<p><b>3-4 years:</b>  -Children begin to move their body in a variety of ways, with and without music.  -Later, children begin to respond to the beat of music with more complex movements (walking or jumping to the beat, clapping).</p>	
<ul style="list-style-type: none"> <li>Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</li> <li>Uses props to create special movements and dances (scarves, streamers, instruments)</li> <li>Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.3 Moves in own way to music and rhythm.  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.3 Follows the movements of others. Explores personal space and direction.  CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.  CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p><b>4-5 years:</b>  -Children begin to demonstrate a wide variety of positions with increasing coordination and balance.  -Later, children begin to express strong emphasis, steady beats and changing dynamics in various musical tempos and styles through</p>	

movement.	
<ul style="list-style-type: none"> <li>• Responds to changes in tempo and rhythm through body movement</li> <li>• Participates in simple sequences of movements</li> <li>• Defines and maintains personal space, concentration, and focus during creative movement/dance performances</li> <li>• Participates in or observes a variety of dance and movement activities</li> <li>• Begins to demonstrate appropriate audience skills during creative movement and dance performances</li> </ul>	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.  CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.  CA 2b.5 Follows a leader to perform a simple movement pattern.  CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.</p>
<i>Dramatic Play</i>	
<b>Standard (CA.04):</b> Expresses creativity using puppetry, storytelling, dance, plays, and theater	
<p><b>Birth-9 months:</b>  -Children begin to repeat sounds vocally and respond physically.  -Later, children begin to respond to songs, nursery rhymes and stories.</p>	
<ul style="list-style-type: none"> <li>• Focuses on and responds to adult facial expressions and voice tones</li> <li>• Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions)</li> <li>• Imitates sounds, facial expressions, and gestures of another person</li> <li>• Plays with toys that represent real objects (animals, vehicles, dolls, spoons)</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.1 Imitates simple movements and facial expressions.  CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  CA 4b.1 Responds to props or puppets.  CA 4b.2 Mimics the use of familiar objects.</p>
<p><b>7-20 months:</b>  -Children begin to imitate actions and words.  -Later, children begin to demonstrate simple character/animal sounds with motions.</p>	

<ul style="list-style-type: none"> <li>• Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone)</li> <li>• Responds to favorite stories</li> <li>• Engages in simple fingerplays</li> <li>• Repeats repetitive phrase of stories at appropriate time or anticipates and verbalizes action of story</li> <li>• Uses vocal intonation in play</li> <li>• Engages in simple whole-group dramatics</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.1 Imitates simple movements and facial expressions.  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  CA 4b.1 Responds to props or puppets.  CA 4b.2 Mimics the use of familiar objects.  CA 4b.3 Uses realistic toys as replacements for real objects.  Distinguishes between real and pretend.</p>
<p><b>18-36 months:</b>  -Children begin to participate in a variety of dramatic play activities.  -Later, children begin to assume the role of someone or something else in dramatic play.</p>	
<ul style="list-style-type: none"> <li>• Uses words and/or actions to portray a role, situation, or setting</li> <li>• Engages in object substitution (e.g., uses block as a phone) during play</li> <li>• Engages in role play independently or next to other children</li> <li>• Acts out simple games or stories with adult support</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b>  CA 4b.2 Mimics the use of familiar objects.  CA 4b.3 Uses realistic toys as replacements for real objects.  Distinguishes between real and pretend.  CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>3-4 years:</b>  -Children begin to change voice, emotion, and body in play situations.  -Later, children begin to use creativity, words, actions, and materials to portray a role, situation, or setting.</p>	
<ul style="list-style-type: none"> <li>• Recites nursery rhymes and simple songs</li> <li>• Acts out or retells a familiar story</li> <li>• Uses costumes to disguise self and become a character</li> <li>• Talks to and plays with pretend friends, stuffed animals and other toys</li> <li>• Creates stories with props or manipulatives</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.  CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>

<ul style="list-style-type: none"> <li>Engages in role play in various activities such as dramatic play, block play, or outdoor play</li> </ul>	<p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p><b>4-5 years:</b></p> <p>-Children begin to follow simple instructions to recreate a familiar storyline.</p> <p>-Later, children begin to imagine and clearly describe characters, their relationships and their environment in dramatic play situations with other children.</p>	
<ul style="list-style-type: none"> <li>Recognizes difference between pretend/fantasy and reality</li> <li>Repeats dialogue and movement to tell a story</li> <li>Creates roles for self and others in dramatic play situations using body and dialogue</li> <li>Uses props/objects in creative ways to promote and enact a story</li> <li>Critiques drama experiences</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4a.6 With cues, performs a simple pre-planned drama.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.</p>







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


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

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

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

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

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

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