



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Michigan Early Childhood
Standards of Quality**





The Experience Developmental Continuum of Skills

This document details the alignment of the Michigan Early Childhood Standards of Quality. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



Approaches to Play and Learning	
Goal 1 Curiosity and Flexibility: Children learn about themselves and the world around them through purposeful play.	
<p>Indicator 1a. Use play to interpret and understand the world around them.</p> <p>Indicator 1b. Explore, investigate, and ask questions about the world around them.</p> <p>Indicator 1c. Reconstruct their ideas about the world around them based on new thoughts and information.</p>	<p>ATL 2a Flexibility & Play: Shows flexibility</p> <p>ATL 2a.1 Shifts attention from one person or thing to another.</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>ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p>ATL 2b Flexibility & Play: Engages in play</p> <p>ATL 2b.1 Explores and manipulates materials.</p> <p>ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p>ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p> <p>SED 4a Problem-Solving: Solves problems</p> <p>SED 4a.1 Uses simple repeated actions or movements to solve a problem.</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>SED 4a.5 Uses previous knowledge to determine which solution to try</p>

	first when solving a problem.
Goal 2 Play and Imagination: Children demonstrate increasingly complex play styles.	
<p>Indicator 2a. Initiate, join, and take turns in play with others.</p> <p>Indicator 2b. Demonstrate imagination and creativity in their play.</p> <p>Indicator 2c. Propose and explore possibilities for how things work, what they might do, or what they might be.</p>	<p>ATL 2b Flexibility & Play: Engages in play</p> <p>ATL 2b.1 Explores and manipulates materials.</p> <p>ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p>ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p> <p>CA 4a Drama: Participates in dramatic and symbolic play.</p> <p>CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 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 4b Drama: Uses and creates props to represent other objects or ideas</p> <p>CA 4b.1 Responds to props or puppets.</p> <p>CA 4b.2 Mimics the use of familiar objects.</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>
Goal 3 Initiative, Persistence, and Problem-Solving: Children engage in explorations and interactions with confidence.	
Indicator 3a. Express and share their own interests, ideas, or opinions freely.	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.1 Focuses for a short time on a person, sound or things.</p>

<p>Indicator 3b. Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks.</p> <p>Indicator 3c. Set aside fear of failure when beginning a new or challenging task.</p> <p>Indicator 3d. Identify when to seek support with a challenging task.</p> <p>Indicator 3e. Demonstrate a growing capacity to make meaning, find a solution, or figure something out.</p>	<p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p>ATL 1b Attention & Persistence: Persists</p> <p>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>ATL 1b.2 Repeats actions to gain a result.</p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p>ATL 1b.5 Begins to persist on a challenging activity with teacher Support.</p> <p>SED 4a Problem-Solving: Solves problems</p> <p>SED 4a.1 Uses simple repeated actions or movements to solve a problem.</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>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Goal 4 Self-Regulation: Children develop an increasing ability to manage their emotions and behaviors.</p>	
<p>Indicator 4a. Manage the ways they express difficult or strong emotions.</p> <p>Indicator 4b. Manage their actions and the ways they communicate, increasingly referring to their previous experiences.</p> <p>Indicator 4c. Consider another’s perspective in their learning and interactions.</p>	<p>SED 2a Self-Regulation: Manages feelings and behavior</p> <p>SED 2a.1 Calms with support from caregiver.</p> <p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adults.</p>

	<p>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p>SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p>
<p>Social and Emotional Development</p>	
<p>Goal 1 Self-Awareness: Children recognize and value their own individuality, emotions, and strengths.</p>	
<p>Indicator 1a. Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests.</p> <p>Indicator 1b. Demonstrate willingness to explore independently and try new things.</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence</p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1a.3 Name self and name basic body parts.</p> <p>SED 1a.4 Identifies characteristics of self.</p> <p>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences</p> <p>SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 1b.5 Describes and compares preferences of self and others.</p> <p>Self-Awareness: Completes tasks independently</p>

	<p>SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p>
<p>Goal 2 Self-Management: Children recognize the connections between their emotions and reactions and begin to control their impulses in different situations.</p>	
<p>Indicator 2a. Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults. Indicator 2b. Demonstrate flexibility and an increasing ability to adapt to changes and setbacks.</p>	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adults. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.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. SED 2b.4 Anticipates what comes next within a daily routine.</p>

	<p>Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p>Goal 3 Social Awareness: Children demonstrate a growing ability to show care and understanding for the way other people feel, and begin to recognize that people may think, feel, and experience things differently from each other.</p>	
<p>Indicator 3a. Recognize other people’s emotions and respond with care, sensitivity, and later empathy. Indicator 3b. Recognize and respond to social cues. Indicator 3c. Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect.</p>	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. 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>SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. 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 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>

	<p>SED 3d.5 Identifies complex feelings of others and responds Accordingly.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>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. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 1c Culture & Community: Respect diversity</p> <p>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. 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>SS 2a Civics & Economics: Follows rules, limits and expectations.</p> <p>SS 2a.1 Attends to others in an immediate environment.</p> <p>SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
<p>Goal 4 Relationship Skills: Children interact and communicate to form deep, caring connections, friendships, and other relationships, and to manage conflict.</p>	
<p>Indicator 4a. Demonstrate healthy attachment to and trust in familiar adults in their lives.</p>	<p>SED 3a Social relationships: Develops relationships with adults.</p> <p>SED 3a.1 Recognizes, interacts with and responds to primary</p>

Indicator 4b. Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language.
Indicator 4c. Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes.
Indicator 4d. Express disagreement and begin to manage conflict in safe, developmentally appropriate ways.

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.
SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.

SED 3b Social relationships: Develops relationships with peers

SED 3b.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.
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 3c Social relationships: Participates cooperatively in groups

SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
SED 3c.2 Mimics actions of others.
SED 3c.3 Joins a group and participates in an activity when asked.
SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
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.

SED 3d Social relationships: Identifies and respects emotions of others

SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
SED 3d.2 Explores different facial expressions, such as in pictures.
SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
SED 3d.4 Explains how and why someone may be feeling a certain emotion.

	SED 3d.5 Identifies complex feelings of others and responds accordingly.
Goal 5 Responsible Decision-Making: Children demonstrate an awareness of the ways their choices and actions may impact the emotional and physical well-being of themselves and others.	
<p>Indicator 5a. Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations.</p> <p>Indicator 5b. Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others.</p>	<p>SED 4b Problem-solving: Responsible decision-making</p> <p>SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</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>SED 4b.5 Makes independent choices based on rules and fairness.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations.</p> <p>SS 2a.1 Attends to others in an immediate environment.</p> <p>SS 2a.2 Participates in communal activities.</p> <p>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
Physical Development and Health	
Goal 1 Body Awareness: Children begin to understand their bodies and how they function.	
<p>Indicator 1a. Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them.</p> <p>Indicator 1b. Recognize parts of the human body and how their body helps them engage with their environment.</p> <p>Indicator 1c. Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them.</p> <p>Indicator 1d. Coordinate movements across and on both sides of the body.</p>	This goal is embedded within the lessons and activities throughout the Experience Curriculum Physical Development domain.

<p>Indicator 1e. Explore and stretch the boundaries of their current physical abilities.</p> <p>Indicator 1f. Recognize and show respect for the varying physical skills and abilities of themselves and others.</p>	
<p>Goal 2 Large Motor: Children explore and begin to develop skill in using their large muscles.</p>	
<p>Indicator 2a. Develop strength and stamina in their large muscles through repeated use.</p> <p>Indicator 2b. Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination.</p> <p>Indicator 2c. Use their large muscles for stationary and traveling movements, such as sitting upright, walking, climbing, rolling a wheelchair or walker, etc.</p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against the 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>Goal 3 Fine Motor: Children explore and begin to develop skill in using their small muscles.</p>	
<p>Indicator 3a. Explore and develop more precise control over the movements of their tongue and facial muscles.</p> <p>Indicator 3b. Explore and develop more strength and precise control over their hands and fingers.</p> <p>Indicator 3c. Develop more precise hand-eye coordination.</p>	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</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>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound</p> <p>LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3b.2 Repeats words or short sentences.</p> <p>LLD 3b.3 Show s awareness of separate words in spoken language.</p>

	<p>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.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. 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>Goal 4 Personal Care and Hygiene: Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others.</p>	
<p>Indicator 4a. Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health. Indicator 4b. Become aware of ways they can prevent the spread of germs and illnesses, and begin to identify and manage some symptoms of illness. Indicator 4c. Demonstrate increasing awareness of safe boundaries and safety routines. Indicator 4d. Show increasing ability to perform self-care routines and tasks.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves the 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. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p>PD 3 Safety: Demonstrates safe practices</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>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>Goal 5 Nutrition: Children experience and become aware of the ways foods and drinks affect their bodies.</p>	
<p>Indicator 5a. Become aware of and respond to feelings of thirst, hunger, and fullness.</p> <p>Indicator 5b. Show interest in new or different tastes, smells, and foods.</p> <p>Indicator 5c. Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their bodies; and how foods are sorted into food groups.</p>	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.1 Cries when hungry.</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 a 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>Communication, Language, and Early Literacy Development</p>	
<p>Goal 1 Receptive Language: Children develop an understanding of language, beginning with their home language or dialect.</p>	
<p>Indicator 1a. Demonstrate understanding of increasingly complex language, including non-verbal cues.</p> <p>Indicator 1b. Follow increasingly complex directions.</p>	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.1 Turns head toward the person speaking.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b Listening: Follows directions</p> <p>LLD 1b.1 Responds to speaking in the environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>

<p>Goal 2 Expressive Language: Children use language to express themselves to others, beginning with their home language</p>	
<p>Indicator 2a. Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices. Indicator 2b. Communicate using an expanding vocabulary. Indicator 2c. Communicate using increasingly complex grammar and sentence structure.</p>	<p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. 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. LLD 2c.5 Communicates in simple, complete sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in the 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. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Goal 3 Communication Skills: Children use social and conversational skills, beginning with their home language and cultural values.</p>	
<p>Indicator 3a. Communicate with others for a variety of purposes. Indicator 3b. Follow the social expectations of their personal cultural context when communicating with others.</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. 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</p>

	<p>grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. 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>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in the 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. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Goal 4 Concepts of Print: Children construct meaning from text.</p>	
<p>Indicator 4a. Demonstrate interest in and care for books, including book handling concepts. Indicator 4b. Demonstrate an understanding of print concepts. Indicator 4c. Understand that print and pictures communicate ideas that can be read/viewed and understood by others.</p>	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p>
<p>Goal 5 Alphabetic Knowledge: Children begin to understand that (in alphabetic languages like English) letters and letter sounds represent the sounds of the spoken language.</p>	
<p>Indicator 5a. Recognize letters, the names of letters, and how the letters are shaped, as well as some personally meaningful words. Indicator 5b. Recognize the sounds associated with letters.</p>	<p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images.</p>

	<p>LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p>
<p>Goal 6 Phonological Awareness: Children will build their awareness of, and ability to work with, the sounds of language</p>	
<p>Indicator 6a. Notice, manipulate, and play with the sounds of language. Indicator 6b. Recognize, manipulate, and play with sounds within words.</p>	<p>LLD 3a Phonological Awareness: Rhyme 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. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.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. 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>LLD 3c Phonological Awareness: Hears small units of sound 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. 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>Goal 7 Comprehension: Children will interact with people and materials to increase their understanding of text.</p>	
<p>Indicator 7a. Demonstrate reading-like behaviors with familiar text or print materials. Indicator 7b. Demonstrate an understanding of text.</p>	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p>

	<p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</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>LLD 6a Reading Comprehension: Responds to text</p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>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>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> <p>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>Goal 8 Writing: Children will demonstrate emerging understanding of writing as a way to communicate.</p>	
<p>Indicator 8a. Develop increasing control, strength, and coordination of small muscle groups.</p> <p>Indicator 8b. With guidance and support, explore a variety of writing tools and materials.</p> <p>Indicator 8c. Develop an understanding that writing is a way of communicating for a variety of purposes.</p> <p>Indicator 8d. Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words.</p>	<p>LLD 7a Writing: Emergent writing</p> <p>LLD 7a.1 With adult support, makes a mark with a writing tool or other material.</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>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p>

	<p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.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. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>Creative and Expressive Arts</p>	
<p>Goal 1 Self-Expression: Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities.</p>	
<p>Indicator 1a. Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed. Indicator 1b. Explore and experiment with the arts through the lens of their personal cultural context and that of others. Indicator 1c. Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts.</p>	<p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. 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>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.</p>

	<p>CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p>Goal 2 Supporting Skills: Children develop the skills that support self-expression through a variety of art forms.</p>	
<p>Indicator 2a. Explore and develop increasing control over fine motor and large motor movements. Indicator 2b. Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts. Indicator 2c. Plan and create works of art with increasing intentionality and detail.</p>	<p>CA 1b Music: Develops rhythm 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. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.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. 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>CA 2b Dance & Movement: Develops movement techniques 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. 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>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. 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>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. 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. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Goal 3 Artistic Appreciation: Children develop preferences and appreciation for the arts.</p>	
<p>Indicator 3a. Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed. Indicator 3b. Express preferences within the arts.</p>	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. 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>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>

	<p>SED 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>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
Mathematics	
<p>Goal 1 Mathematical Thinking: Children begin to develop processes and strategies for solving mathematical problems</p>	
<p>Indicator 1a. Explore and begin to make sense of their world through mathematical thinking and strategies. Indicator 1b. Explore and begin to understand mathematical symbols and language in communicating their explorations and discoveries. Indicator 1c. Develop an increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions.</p>	<p>This goal is embedded within the lessons and activities throughout the Experience Curriculum Mathematics domain.</p>
<p>Goal 2 Number Sense: Children show a growing understanding of the concept of number and quantity.</p>	
<p>Indicator 2a. Counting: Explore numbers and number vocabulary with increasing understanding of their relationship to quantity. Indicator 2b. Subitizing: Recognize and name the quantity of objects in a group without counting. Indicator 2c. Comparing, Adding, and Subtracting Numbers: Begin to understand numbers as sets to be compared, put together, and taken</p>	<p>M 1a Number Sense: Verbally counts numbers 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. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.</p>

apart.
Indicator 2d. Composing and Decomposing Numbers: Begin to understand that numbers are made up of smaller numbers.

M 1b Number Sense: Identifies and writes numerals

M 1b.1 Sees number in everyday context.

M 1b.2 Begins to identify numbers. Identifies the numeral 1.

M 1b.3 Identifies numerals up to five.

M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.

M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.

M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers

M 1c.1 Points to objects.

M 1c.2 Uses one-to-one correspondence to match objects or pictures.

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.

M 1d Number Sense: Number quantities and comparison

M 1d.1 Looks for an object that is taken out of sight.

M 1d.2 Recognizes amounts up to two without counting.

M 1d.3 Recognizes amounts up to three without counting.

M 1e Number Sense: Addition and subtraction

M 1e.1 Watches an adult add or take away toys.

M 1e.2 Adds to and removes objects from a group as prompted.

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.

Goal 3 Geometry and Spatial Sense: Children show a growing understanding of shapes and spatial relationships.

Indicator 3a. Explore and begin to recognize the positional relationships between objects, their environment, and themselves.

M 2a Spatial Awareness: Understands how objects move in space.

M 2a.1 Tries to put one object inside another.

<p>Indicator 3b. Explore and begin to analyze two-dimensional and three-dimensional shapes and shape attributes.</p> <p>Indicator 3c. Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts.</p>	<p>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p>M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p>M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 2b Spatial Awareness: Determines object location</p> <p>M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p> <p>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>M 2b.3 Finds or places objects next to, between, in front of or behind 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>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> <p>M 3.2 Matches two identical shapes.</p> <p>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>Goal 4 Algebraic Thinking: Children show a growing understanding of patterns, structures, and relationships in math.</p>	
<p>Indicator 4a. Recognizing and Building Patterns: Notice, recognize, copy, extend, and create repeating patterns.</p> <p>Indicator 4b. Ordering and Seriation: Arrange objects in order according to changes in a specific attribute, such as size, length, number, color, etc.</p>	<p>M 5 Patterns: Copies, creates and extends patterns</p> <p>M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.</p> <p>M 5.2 Notices things that repeat in the environment.</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>M 4b Measurement: Compares and orders</p> <p>M 4b.1 Picks up and puts down objects.</p>

	<p>M 4b.2 Places objects in a row in any order.</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>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>Goal 5 Measurement: Children show a growing understanding of the concepts of quantifying and comparing.</p>	
<p>Indicator 5a. Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time).</p> <p>Indicator 5b. Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.</p> <p>Indicator 5c. Use non-standard and standard tools and units of measurement.</p>	<p>M 4a Measurement: Measures and estimates</p> <p>M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4a.3 Determines which object is bigger when given two to three objects.</p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.1 Picks up and puts down objects.</p> <p>M 4b.2 Places objects in a row in any order.</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>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>Goal 6 Collecting and Organizing Information: Children begin to develop processes and strategies for classifying and using data.</p>	
<p>Indicator 6a. Recognize and classify things in their environment.</p> <p>Indicator 6b. Sort things in their environment into groups based on attributes.</p>	<p>M 4b Measurement: Compares and orders</p> <p>M 4b.1 Picks up and puts down objects.</p> <p>M 4b.2 Places objects in a row in any order.</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first</p>

	<p>object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p> <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.</p>
Engineering and Technology	
Goal 1 Creativity and Critical Thinking: Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems.	
<p>Indicator 1a. Explore and experiment with different uses for the tools, objects, and materials in their environment. Indicator 1b. Learns from their experiments and experiences. Indicator 1c. Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems.</p>	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
Goal 2 Communication and Collaboration: Children use tools (digital or non-digital) to communicate and collaborate with others.	
<p>Indicator 2a. Explores tools for the purpose of communication or self-expression. Indicator 2b. Uses tools to work with others.</p>	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>

LLD 7a Writing: Emergent writing

LLD 7a.1 With adult support, makes a mark with a writing tool or other material.

LLD 7a.2 Makes random marks or draws with writing tools.

LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.

LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.

LLD 7b Writing: Uses writing to represent meaning

LLD 7b.1 Explores various tools used to write.

LLD 7b.2 Makes handprints or fingerprints with adults.

LLD 7b.3 Scribbles and draws marks as a representation of an object or person.

LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.

SED 3b Social relationships: Develops relationships with peers

SED 3b.1 Notices, responds to and looks at peers.

SED 3b.2 Engages in simple interactions with peers.

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.

SED 3c Social relationships: Participates cooperatively in groups

SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.

SED 3c.2 Mimics actions of others.

SED 3c.3 Joins a group and participates in an activity when asked.

SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.

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>Goal 3 Exploration and Information: Children explore and interact with (digital or non-digital) tools and resources.</p>	
<p>Indicator 3a. With adult support and supervision, explores (digital or non-digital) tools and resources to find information. Indicator 3b. Communicates about their experiences with (digital or non-digital) tools and resources.</p>	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
<p>Goal 4 Responsibility with Technology: Children begin to use digital tools and resources responsibly.</p>	
<p>Indicator 4a. With adult support and supervision, uses digital tools and resources responsibly. Indicator 4b. With adult guidance and supervision, begins to demonstrate an understanding of internet safety.</p>	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p> <p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>Science</p>	
<p>Goal 1 Scientific Thinking: Children explore and demonstrate curiosity about the world around them.</p>	
<p>Indicator 1a. Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method. Indicator 1b. Explore cause-and-effect relationships. Indicator 1c. Observe, compare, and classify objects and information. Indicator 1d. Communicate and/or record observations, questions, and</p>	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>

<p>predictions about their environment.</p>	<p>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>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. 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>Goal 2 Physical Science: Children show a growing understanding of the scientific principles of physical science.</p>	
<p>Indicator 2a. Explore and compare the ways objects move, including their speed, direction, and duration of movement. Indicator 2b. Explore and observe the states of matter (liquids, solids, gasses) in their environment. Indicator 2c. Observe and explore light and sound.</p>	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move. SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials 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. SCI 3b.3 Begins to name colors. 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>

	<p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b Music: Develops rhythm 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. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p>
<p>Goal 3 Earth Science: Children show a growing understanding of the scientific principles related to the earth.</p>	
<p>Indicator 3a. Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties. Indicator 3b. Recognize and identify different weather conditions and the ways weather can impact their lives. Indicator 3c. Recognize and make connections between the seasons and their observable characteristics.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate</p>

	environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.
Goal 4 Life Science: Children show a growing understanding of scientific knowledge related to living and non-living things.	
Indicator 4a. Explore, observe, notice, and describe a variety of plants and animals in their community, and their life cycles. Indicator 4b. Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams). Indicator 4c. Observe, describe, and compare the differences between living and non-living things.	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
Social Studies	
Goal 1 Self, Family, and Belonging: Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community.	
Indicator 1a. Recognize themselves as unique individuals and become aware of the uniqueness of others. Indicator 1b. Recognize themselves as members of a family and become aware of how families are alike and different.	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror.</p>

Indicator 1c. Demonstrate a growing sense of belonging across their home, their learning environment, and their community.
Indicator 1d. Participate in the routines, customs, and traditions of their family and community, and develop an awareness of and respect for the ways these can differ across settings, families, and cultures.

Recognizes self as being separate from others.
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.

SS 1a Culture & Community: Identifies community and family roles.

SS 1a.1 Responds to and recognizes primary caregivers.
SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
SS 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 may do.

SS 1b Culture & Community: Explores and respects cultures and traditions

SS 1b.1 Listens to stories or music related to cultures and traditions.
SS 1b.2 Participates in activities related to cultures or traditions.
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.

SS 1c Culture & Community: Respect diversity

SS1c.1 Sees diverse features of people in books, toys and media.
SS 1c.2 Explores people and their features, either in person or in pictures.
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.

Goal 2 Community and Contribution: Children recognize the value in the contributions they, their families, and others make to the community

Indicator 2a. Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.
Indicator 2b. Develop a growing understanding of what people need to thrive and the ways people fill those needs.
Indicator 2c. Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading.

SS 1b Culture & Community: Explores and respects cultures and traditions

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SS 1b.2 Participates in activities related to cultures or traditions.
SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.
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SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.

SS 2a Civics & Economics: Follows rules, limits and expectations.

SS 2a.1 Attends to others in an immediate environment.

SS 2a.2 Participates in communal activities.
SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.
SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.

SS 2b Civics & Economics: Understands concepts of money and economics

SS 2b.1 Reaches for desired objects.
SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
SS 2b.3 Expresses choice recognizes interests and desires may be

	<p>different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>Goal 3 Time, Place, and the Environment: Children begin to understand their place and time in the broader world.</p>	
<p>Indicator 3a. Explore and learn how to respectfully interact with nature. Indicator 3b. Begin to identify, and use location vocabulary to describe places and physical features in their environment. Indicator 3c. Demonstrate a growing understanding of the passage of time as it impacts their lives.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>

SS 3a Geography: Identifies types of places

SS 3a.1 Responds to changes in the immediate environment.

SS 3a.2 Recognizes familiar places.

SS 3a.3 Identifies a variety of familiar places in own community.

SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.

SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.

SS 3b Geography: Interacts with maps

SS 3b.1 Navigates within a familiar environment.

SS 3b.2 Finds ways to move around obstacles in a familiar environment.

SS 3b.3 Follows a path.

SS 3b.4 Recognizes symbols or landmarks.

SS 3b.5 Identifies what is represented on a map and draws pictures of current location.

SS 4 History & Sense of Time: Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Indicates the beginning or ending of an event.

SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”

SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

SS 4.5 Uses language of time to describe familiar sequences of events.



Developmental Continuum of Skills

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

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

Individual children develop at a unique pace.		Infant	Toddler	Preschool			Primary		
Skill/Skill Code	Sub-skill/Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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.

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

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

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

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