



*Alignment of the*  
**Experience Developmental  
Continuum of Skills**  
*with*  
**Minnesota's Early Learning  
Standards: Birth to Kindergarten**





## The Experience Developmental Continuum of Skills

This document details the alignment of the Minnesota's Early Learning Standards: Birth to Kindergarten. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

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



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



Approaches to Learning	
Components AL1-2: Initiative and Curiosity	
<p><b>AL1 Inquisitiveness</b>                      Child explores the environment and seeks interaction with people and objects; willingly tries new things</p>	
<p>0-1 year                      AL1.1 Shows interest in the environment primarily through looking and listening                      AL1.2 Responds to people by looking kicking legs, vocalizing, reaching                      AL1.3 Demonstrates readiness for new experiences</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b>                      ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.                      ATL 1b.2 Repeats actions to gain a result.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>                      ATL 2a.1 Shifts attention from one person or thing to another.                      ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>                      ATL 2b.1 Explores and manipulates materials.                      ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>1-2 years                      AL1.4 Uses senses to explore their environment                      AL1.5 Seeks and taking pleasure in new skills</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b>                      ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.                      ATL 1b.2 Repeats actions to gain a result.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>                      ATL 2a.1 Shifts attention from one person or thing to another.                      ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>                      ATL 2b.1 Explores and manipulates materials.                      ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>

<p>2-3 years AL1.6 Approaches new materials in the environment with interest</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>3-4 years AL1.7 Investigates and experiments with materials with enthusiasm AL1.8 Tries different ways of combining materials AL 1.9 Asks questions</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>4-5 years, K Readiness AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>

<p>AL1.11 Eager to investigate new things and have new experiences</p>	<p>ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.  ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.  ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
<p><b>AL2 Wonderment</b>  Child expresses interest in novelty</p>	
<p>0-1 year  AL2.1 Vocalizes in response to a new person, toy or experience</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.1 Explores and manipulates materials.  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>1-2 years  AL2.2 Bangs, moves, throws and dumps materials with pleasure</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.1 Explores and manipulates materials.  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>2-3 years  AL2.3 Turns objects around, upside down and inside out to examine characteristics</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.  ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>3-4 years  AL2.4 Verbally expresses interest when encountering novel objects or events</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.3 Watches others play and plays side by side with another person.  ATL 2b.4 Joins a group and participates in group play. May have</p>

	different purposes of play.
4-5 years, K Readiness AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	<b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
<b>Components AL3-6: Attentiveness, Engagement and Persistence</b>	
<b>AL3 Attending</b> Child focuses visual and auditory attention on relevant aspects of the environment	
0-1 year AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.
1-2 years AL3.2 Stays focused on activities for a short period of time	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.
2-3 years AL3.3 Maintains attention for longer periods of time	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
3-4 years AL3.4 Returns to an activity after an interruption AL3.5 Engages in play with peers for extended period of time AL3.6 Attends in a large group for short periods	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
4-5 years, K Readiness AL3.7 Attends in large group activities led by teacher for sustained periods AL3.8 Participates in large group activities and discussions AL3.9 Listens to others	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
<b>AL4 Self-direction</b>	

Child makes choices based upon own interests	
<p>0-1 year AL4.1 Shows preference for people, objects, and food</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>            ATL 2a.1 Shifts attention from one person or thing to another.            ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.1 Vocalizes or moves to express wants and needs.            SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>
<p>1-2 years AL4.2 Makes choices seeking occasional assistance from adult</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>            ATL 2a.1 Shifts attention from one person or thing to another.            ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.1 Vocalizes or moves to express wants and needs.            SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>
<p>2-3 years AL4.3 Makes choices independently</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>            ATL 2a.2 Shifts attention from one task to another with prompting and adult support.            ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.            SED 1b.3 Expresses likes and dislikes.</p>
<p>3-4 years AL4.4 Engages in selfinitiated activities for sustained periods of time</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>            ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.            ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.3 Expresses likes and dislikes.</p>

	SED 1b.4 When given two to three options, chooses their most desired option.
4-5 years, K Readiness AL4.5 Creates a plan to achieve a goal and follows through to completion	<b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.  <b>SED 1b Self-Awareness: Expresses needs and preferences</b> SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.
<b>AL5 Diligence</b> Child is focused and productive	
0-1 year AL5.1 Repeats actions intentionally to achieve goals	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
1-2 years AL5.2 Interacts with others, objects or activities for short periods of time	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
2-3 years AL5.3 Seeks assistance then persists to complete task	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
3-4 years AL5.4 Works at a task despite distractions	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
4-5 years, K Readiness AL5.6 Conscientiously attempts to complete assigned tasks	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.4 Practices or repeats an activity until successful. Expresses

	<p>delight over a successful project.</p> <p>ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p>
<p><b>AL6 Resilience</b> Child responds to challenge by adapting</p>	
<p>0-1 year AL6.1 Calms self when frustrated</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p>1-2 years AL6.2 When upset, can recover in a reasonable amount of time</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p>2-3 years AL6.3 Handles transitions comfortably</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p>
<p>3-4 years AL6.4 Copes with change, persists and moves ahead</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for</p>

<p>AL6.5 Approaches new tasks with confidence</p>	<p>help as needed.          ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>          ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.          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>4-5 years, K Readiness          AL6.6 Maintains a positive outlook in spite of challenges          AL6.7 Demonstrates ability to adjust to changes</p>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.          ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>          ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.          ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>
<p><b>Components AL7-9: Creativity</b></p>	
<p><b>AL7 Immersion</b>          Child becomes absorbed in the process of exploration</p>	
<p>0-1 year          AL7.1 Looks and listens with intensity</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.1 Focuses for a short time on a person, sound or things.          ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>          ATL 2b.1 Explores and manipulates materials.          ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>1-2 years          AL7.2 Explores environment with purpose</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.1 Focuses for a short time on a person, sound or things.</p>

	<p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.1 Explores and manipulates materials.  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>2-3 years  AL7.3 Shows preference for certain activities, objects and materials through sustained involvement</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.2 Attends to what others are looking at or pointing to.  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.  ATL 2b.3 Watches others play and plays side by side with another person.</p>
<p>3-4 years  AL7.4 Repeatedly becomes engrossed in activities of own choosing.  AL7.5 Rarely shows boredom when engaged in preferred activities</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.3 Watches others play and plays side by side with another person.  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>4-5 years, K Readiness  AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.  ATL 2b.5 Engages in cooperative play by sharing, taking turns and</p>

	offering to help others. Identifies roles of self and others during tasks and play.
<b>AL8 Playfulness</b> Child demonstrates a sense of humor and imagination in their play	
0-1 year AL8.1 Smile, coos and laughs AL8.2 Begins to be playful with familiar people and objects	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
1-2 years AL8.3 Explores and uses materials in new and unconventional ways AL8.4 Observes others when they are laughing and smiles or laughs too	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
2-3 years AL8.5 Shows interest in other's play and seeks out others to play AL8.6 Uses a variety of voice inflections and facial expressions in play; laughs	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p>

	<p>CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>3-4 years AL8.7 Tries out various pretend roles AL8.8 Experiments with new ways to combine materials when playing</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
<p>4-5 years, K Readiness AL8.9 Approaches tasks with imagination and inventiveness</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p>

	<p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p><b>AL9 Production</b> Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant</p>	
<p>0-1 year AL9.1 Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a “bang”)</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>1-2 years AL9.2 Wants to do things by self and has own way of doing thing AL9.3 Begins to play with toys, objects and materials in new ways.</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p>
<p>2-3 years AL9.4 Begins to organize play and carry out own plans</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.</p>

<p>3-4 years  AL9.5 Engages in inventive social play  AL9.6 Engages in inventive play with materials  AL9.7 Tries out different ways to accomplish a task</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.  ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.3 Watches others play and plays side by side with another person.  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>4-5 years, K Readiness  AL9.8 Becomes absorbed in the process of creating  AL9.9 Purposefully works to create unique products of own choosing</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.  ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.  ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
<p><b>Components AL10-13: Processing and Utilizing Information</b></p>	
<p><b>AL10 Working Memory</b>  Child stores and retrieves information in order to use it purposefully</p>	
<p>0-1 year  AL10.1 Demonstrates understanding of object permanence</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.  ATL 1b.2 Repeats actions to gain a result.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.1 Begins to recognize choices, such as reaching for a toy when</p>

	<p>multiple options are available.          SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p>1-2 years          AL10.2 Uses some prior experiences to build new knowledge and solve problems          AL10.3 Anticipates familiar, daily events</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.1 Focuses for a short time on a person, sound or things.          ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.          ATL 1b.2 Repeats actions to gain a result.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>          SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.          SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p>2-3 years          AL10.4 Able to remember and pretend a sequence of events          AL10.5 Recites simple songs, rhymes, a short sequence of letters, numbers, etc.</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.2 Attends to what others are looking at or pointing to.          ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.2 Repeats actions to gain a result.          ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>          SED 4b.2 Responds to simple guidance on safe and kind choices.          SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”</p>
<p>3-4 years          AL10.6 Recalls and follows multi step directions of increasing complexity          AL10.7 Recites complete songs or rhymes</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.          ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for</p>

	<p>help as needed.          ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>          SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.”          SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
<p>4-5 years, K Readiness          AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc          AL10.9 Participates in discussions about familiar topics and contributes relevant information</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.4 Focuses on an engaging activity for a short period of time independently.          ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.          ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>          SED 4b.4 With adult support, lists choices or solutions before making a decision.          SED 4b.5 Makes independent choices based on rules and fairness.</p>
<p><b>AL11 Symbolic Representation</b>          Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections</p>	
<p>0-1 year          AL11.1 Imitates actions or makes a sound to represent or stand for an object or event (“Arf” for dog)</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>          ATL 2b.1 Explores and manipulates materials.          ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>          CA 3a.1 Expresses emotions while exploring materials.          CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>

	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.1 Imitates simple movements and facial expressions.  CA 4a.2 Mimics observed behaviors and words.</p>
<p>1-2 years  AL11.2 Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc)</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.1 Explores and manipulates materials.  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.1 Imitates simple movements and facial expressions.  CA 4a.2 Mimics observed behaviors and words.</p>
<p>2-3 years  AL11.3 Begins to use one object to stand for another in play (block as a telephone)  AL11.4 After exploring and experimenting with materials, labels their creation</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.2 Entertains and plays by themselves without adult or child involvement.  ATL 2b.3 Watches others play and plays side by side with another person.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.</p>
<p>3-4 years  AL11.5 Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending  AL11.6 Notices written words represent objects, people or events and begins to use in play</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.3 Watches others play and plays side by side with another person.  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.</p>

	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.</p>
<p>4-5 years, K Readiness  AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects  AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate</p>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b>  ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.  ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.4 Makes choices throughout the artistic process.  CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.4 Plays a role in group dramatic play.  CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p><b>AL12 Cognitive Flexibility/ Reasoning</b>  Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing</p>	
<p>0-1 year  AL12.1 Recognizes their actions can cause a specific response</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.1 Shifts attention from one person or thing to another.  ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.</p>

	<p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>1-2 years AL12.2 Notices similarities and differences AL12.3 Anticipates what will happen next</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>2-3 years AL12.4 Makes inferences based on what is seen, heard, smelled, etc. AL12.5 Considers possibilities for why something happened</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p>
<p>3-4 years</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p>

<p>AL12.6 Predicts and hypothesizes what will happen next AL12.7 Forms theories about why things happen</p>	<p>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p>
<p>4-5 years, K Readiness AL12.8 Draws conclusions and can explain their thinking AL12.9 Considers another point of view and will change opinion or idea when faced with new information AL12.10 Collaborates with others to investigate a situation or problem</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p>
<p><b>AL13 Problem Solving</b> Child seeks and finds solutions to problems</p>	

<p>0-1 year AL13.1 Notices and pays attention to things that seem amiss</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>1-2 years AL13.2 Examines objects that don't respond as usual; attempts to make object work as expected</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p>2-3 years AL13.3 Communicates to others that there is a problem and request that they solve it</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p>

	<p><b>SED 4a Problem-Solving: Solves problems</b>          SED 4a.2 Explores how things work using repeated trial and error to solve a problem.          SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.          SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p>
<p>3-4 years          AL13.4 Makes guesses about how a problem might be solved and with support is willing to follow through to a solution</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>          ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.          ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>SED 4a Problem-Solving: Solves problems</b>          SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.          SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.          SCI 1a.4 When given a question, guesses a possible answer or outcome.</p>
<p>4-5 years, K Readiness          AL13.5 Independently attempts to solve problems          AL13.6 Explains the possible solution and the outcome          AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary</p>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>          ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.          ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> <p><b>SED 4a Problem-Solving: Solves problems</b>          SED 4a.4 Suggests and explores possible solutions to a problem with</p>

	<p>support from an adult.          SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          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>
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<b>Domain: The Arts</b>	
<b>Components A1-2: Exploring the Arts</b>	
<p><b>A1 Interest in Art:</b>          Child shows an interest in learning about different artistic experiences</p>	
<p>0-1 year          A1.1 Actively explores their environment (through song, music, movement etc) to enrich their senses</p>	<p><b>CA 1a Music: Expresses through music</b>          CA 1a.1 Makes sounds to communicate feelings.          CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>          CA 2a.1 Uses body language to express feelings.          CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>          CA 3a.1 Expresses emotions while exploring materials.          CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>
<p>1-2 years          A1.2 Begins to choose senses to explore</p>	<p><b>CA 1a Music: Expresses through music</b>          CA 1a.1 Makes sounds to communicate feelings.          CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>          CA 2a.1 Uses body language to express feelings.          CA 2a.2 Uses purposeful gestures and body language to communicate.</p>

	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>
<p>2-3 years  A1.3 Investigates different art experiences</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.2 Repeats words in familiar songs and attempts to sing.  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.2 Uses purposeful gestures and body language to communicate.  CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.</p>
<p>3-4 years  A1.4 Select their own art experience during play</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.3 Moves in own way to music and rhythm.  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.</p>
<p>4-5 years, K Readiness  A1.5 Integrates a variety of art experiences during play</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.  CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p>

	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.4 Makes choices throughout the artistic process.  CA 3a.5 Plans, designs and seeks materials to make a creation.</p>
K Alignment N/A	N/A
<b>A2 Understanding Differences:</b> Child can distinguish differences within each area of artistic expression	
0-1 year A2.1 Notices differences	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.  CA 3b.2 Uses hands and feet to explore a variety of media.</p>
1-2 years A2.2 Show a preference for toys, people, experiences	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.  CA 3b.2 Uses hands and feet to explore a variety of media.</p>

<p>2-3 years A2.3 Chooses a artistic expression of their choice</p>	<p><b>CA 1b Music: Develops rhythm</b> CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>3-4 years A2.4 Uses art-related vocabulary when discussing different media (stage, easel, brush, etc.</p>	<p><b>CA 1b Music: Develops rhythm</b> CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>4-5 years, K Readiness A2.5 Discuss differences among artistic expression</p>	<p><b>CA 1b Music: Develops rhythm</b> CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or</p>

	images.
<p>K Alignment  K1.1.1.1 – K1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts  K1.2.5.1 Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.5 Repeats simple rhythm patterns.  CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.  CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.5 Uses artistic tools and media to create intentional designs or images.  CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.</p>
<b>Components A3-4: Using the Arts to Express Ideas and Emotions</b>	
<b>A3 Using Art:</b>	
Child demonstrates interest and emotions in artistic expression	
<p>0-1 year  A3.1 Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>
<p>1-2 years  A3.2 Shows emotion when engages in artistic expression</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p>

	<p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>
<p>2-3 years  A3.3 Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc.) and shares ideas</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.2 Repeats words in familiar songs and attempts to sing.  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.2 Uses purposeful gestures and body language to communicate.  CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.</p>
<p>3-4 years  A3.4 Demonstrates their preference by combining artistic elements (color, sound, media etc.)</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.3 Moves in own way to music and rhythm.  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.</p>
<p>4-5 years, K Readiness</p>	<p><b>CA 1a Music: Expresses through music</b></p>

<p>A3.5 Elects to spend time in artistic expression with purpose and analyzes their work</p>	<p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p>
<p>K Alignment K2.1.2.2 Revise creative work based on feedback of others</p>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p>
<p><b>A4 Patterns:</b> Child understands patterns in artistic media</p>	
<p>0-1 year A4.1 Imitates sounds, motions and gestures</p>	<p><b>CA 1b Music: Develops rhythm</b> CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.1 Explores materials using gross motor movements and senses.</p>

	<p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.  M 5.2 Notices things that repeat in the environment.</p>
<p>1-2 years  A4.2 Shows preference for familiar sounds, motions and gestures</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.  CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.  M 5.2 Notices things that repeat in the environment.</p>
<p>2-3 years  A4.3 Begins to duplicate artistic patterns</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.2 Uses hands and feet to explore a variety of media.  CA 3b.3 Uses materials to create shapes and symbols.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.2 Notices things that repeat in the environment.  M 5.3 Fills in the missing piece of an AB pattern.</p>
<p>3-4 years  A4.4 Extends their artistic patterns with sounds, music, motions, gestures and materials</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.3 Claps to beat. May not always be consistent.  CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.3 Uses materials to create shapes and symbols.  CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>

	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.3 Fills in the missing piece of an AB pattern.  M 5.4 Copies, creates and extends AB patterns.</p>
<p>4-5 years, K Readiness  A4.5 Creates their own artistic patterns</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.4 Claps along to simple rhythm patterns.  CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.  CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.4 Copies, creates and extends AB patterns.  M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.</p>
<p>K Alignment  K1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms (and other standards in the strand Artistic Foundations)</p>	<p><b>CA 1b Music: Develops rhythm</b>  CA 1b.5 Repeats simple rhythm patterns.  CA 1b.6 Creates simple rhythm patterns.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.5 Uses artistic tools and media to create intentional designs or images.  CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.  M 5.6 Copies, creates and extends complex patterns, such as ABc or AABB.</p>
<b>Component A5: Self-Expression in the Arts</b>	
<b>A5 Self-Expression:</b> Child uses art for self-expression	

<p>0-1 year A5.1 Expresses emotions when exposed to the arts</p>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p>
<p>1-2 years A5.1 Expresses emotions when exposed to the arts</p>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p>
<p>2-3 years A5.3 Shares feelings and ideas through the arts</p>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.</p>
<p>3-4 years A5.4 Describes own feelings through artistic expression</p>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>

	<p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.</p>
<p>4-5 years, K Readiness  A5.5 Intentionally uses art for self-expression</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.  CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.4 Makes choices throughout the artistic process.  CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.4 Plays a role in group dramatic play.  CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p>K Alignment  K3.1.2.1 Share and describe a personal media work</p>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.  CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.5 Plans, designs and seeks materials to make a creation.  CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.  CA 4a.6 With cues, performs a simple pre-planned drama.</p>

<b>Domain: Language, Literacy and Communications: Cognitive</b>	
<b>Component L1: Listening and Understanding; Receptive Language</b>	
<b>L1 Language comprehension:</b> Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	
<p>Birth to 6 months</p> <p>L1.1 Turns toward and focuses on nearby adult caregiver who is speaking</p> <p>L1.2 Watches caregiver actions and gestures</p>	<p><b>LLD 1a Listening: Understands and interprets language</b></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. Points at named objects, people or body parts.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b></p> <p>LLD 2d.1 Uses sounds and gestures to communicate.</p> <p>LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>6-15 months</p> <p>L1.3 Responds to nonverbal and verbal cues</p> <p>L1.4 Responds to conversation, questions, and requests</p> <p>L1.5 Responds to an object or action label such as ball or eat</p>	<p><b>LLD 1a Listening: Understands and interprets language</b></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. Points at named objects, people or body parts.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b></p> <p>LLD 2d.1 Uses sounds and gestures to communicate.</p> <p>LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>15-24 months</p> <p>L1.6 Responds to increasingly complex sentences</p> <p>L1.7 Responds to descriptive language about objects, actions, and</p>	<p><b>LLD 1a Listening: Understands and interprets language</b></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.</p>

<p>concepts</p>	<p>Points at named objects, people or body parts.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>2-3 years  L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings  L1.9 Points to or places an object in/out, under/ over and top/ bottom when asked  L1.10 Notices when adults use unusual or uncommon words</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>3-4 years  L1.11 Responds to direct questions and follows simple direction  L1.12 Points to or places objects before, after, above, and below based on verbal cues</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.  LLD 1a.4 Listens then responds appropriately.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p>

	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>4-5 years, K Readiness  L1.13 Follows directions that involve two or more steps  L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.4 Listens then responds appropriately.  LLD 1a.5 Listens and understands inferred requests.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>K Alignment  K 0.8.1.1.d Follows basic oral direction  K 0.8.1.1.a Follows agreed upon rules for discussions  K 0.8.1.1.d Follows basic oral direction</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.5 Listens and understands inferred requests.  LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.  LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.  LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>

<b>Components L2-3: Communicating and Speaking; Expressive Language</b>	
<b>L2 Social conversation:</b> Child meaningfully engages in talk with others to express feelings, wants and ideas	
Birth to 6 months L2.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers L2.2 Begins a conversation through body movements	<b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  <b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.  <b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.
6-15 months L2.3 Uses sounds, gestures, or actions to communicate and express needs and wants L2.4 Makes different sounds in response to objects, people, or activities	<b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  <b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.  <b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.
15-24 months L2.5 Uses real or made-up words or signs to express basic wants and needs L2.6 Adds to or extends conversations with others	<b>LLD 2a Communication: Uses language to express information and ask/answer questions</b> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  <b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.

	<p><b>SED 3b Social relationships: Develops relationships with peers</b>          SED 3b.1 Notices, responds to and looks at peers.          SED 3b.2 Engages in simple interactions with peers.</p>
<p>2-3 years          L2.7 Uses sounds, signs, words, phrases for desires and interests          L2.8 Begins to ask “why” questions          L2.9 Starts conversations with others</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>          LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.          LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>          LLD 2b.2 Responds to one exchange, but is not on topic.          LLD 2b.3 Responds on topic for one exchange.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>          SED 3b.2 Engages in simple interactions with peers.          SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>
<p>3-4 years          L2.10 Continues conversations with comments or questions</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>          LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.          LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>          LLD 2b.3 Responds on topic for one exchange.          LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>          SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.          SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p>
<p>4-5 years, K Readiness          L2.11 Negotiates, shares, plans, and solves problems with others          L2.12 Asks and answers questions to seek help or get information</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>          LLD 2a.4 Uses descriptions and observations to communicate</p>

	<p>information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p>
<p>K Alignment  K 0.8.1.1.b Continue a conversation through multiple exchanges  K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.  LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.5 Engages in conversations through multiple exchanges.  LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.  SED 3b.6 Describes personal friendships and meaningful relationships.</p>
<p><b>L3 Vocabulary and syntax: Child understands word order and grammatical rules</b></p>	
<p>Birth to 6 months  L3.1 Imitates and repeats pitch and duration of caregiver sounds</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>

<p>6-15 months  L3.2 Uses a few words or word approximations to represent concepts  L3.3 Names a few objects and people  L3.4 Imitates animal and other environmental sounds</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>15-24 months  L3.5 Constructs simple twoword sentences (object and action)  L3.6 Rapidly increases use and number of sounds and words</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>2-3 years  L3.7 Uses increasingly complex and varied vocabulary and language  L3.8 Rapidly increases use of descriptive words such as giant, scary, silly  L3.9 Uses verbs such as have, had, or will in everyday conversation</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>3-4 years  L3.10 Uses short sentences to shares information about experiences, people, places, and things  L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly  L3.12 Uses more new and precise words L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>4-5 years, K Readiness  L3.14 Uses sentences that express logical relationships between concepts  L3.15 Uses increasingly specific words to name objects and their features and functions</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p>

<p>L3.16 Shares information about experiences, people, places, and things in sequence</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>          LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.          LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>K Alignment          K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail          K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately          K 0.8.6.6 Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs</p>	<p><b>LLD 2c Communication: Uses sentence structure</b>          LLD 2c.5 Communicates in simple, complete sentences.          LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>          LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.          LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p>
<p><b>Components L4-8: Emergent Reading</b></p>	
<p><b>L4 Motivation, engagement:</b>          Child has an interest in and sustained attention for literacy acts</p>	
<p>Birth to 6 months          L4.1 Likes to be read to and shown pictures</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.1 Focuses for a short time on a person, sound or things.          ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>          LLD 5.1 Opens and closes books, looks at them and points to pictures.          LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>          LLD 6a.1 Interacts by reaching for or patting when a book is read.          LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>6-15 months          L4.2 Makes sounds while looking at text or images          L4.3 Points to a few pictures in books and in response to adult questions          L4.4 Demonstrates interest and involvement with books and other print</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>          ATL 1a.1 Focuses for a short time on a person, sound or things.          ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books</b></p>

<p>materials</p>	<p><b>and other text</b>  LLD 5.1 Opens and closes books, looks at them and points to pictures.  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.1 Interacts by reaching for or patting when a book is read.  LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>15-24 months  L4.5 Relates an object in a book or print to the real object  L4.6 Imitates reading</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.1 Opens and closes books, looks at them and points to pictures.  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.1 Interacts by reaching for or patting when a book is read.  LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>2-3 years  L4.7 Shows interest in both pictures and text  L4.8 Asks for or picks out favorite texts  L4.9 Focuses on a book while listening to the reader</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.2 Attends to what others are looking at or pointing to.  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.  LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.2 Chooses and holds a book and looks intently at each page.  LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>
<p>3-4 years</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b></p>

<p>L4.10 Shows persistence with longer and more complex narratives and informational text</p> <p>L4.11 Offers a personal response to stories read aloud</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><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p>
<p>4-5 years, K Readiness</p> <p>L4.12 Actively participates in reading activities with enjoyment and purpose</p> <p>L4.13 Retells familiar stories using the book as a guide</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b></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><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b></p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p>
<p>K Alignment</p> <p>K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b></p> <p>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p>ATL 1a.6 Sustains focus for at least ten minutes, even if there are</p>

	<p>distractions.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.5 Identifies some punctuation and recognizes spaces between words.  LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.  LLD 6a.6 With support, compares similarities between two texts.</p>
<p><b>L5 Phonological awareness:</b>  Child is able to hear and understand the discrete sounds that make up language</p>	
<p>Birth to 6 months  L5.1 Looks at caregiver’s lips and face when caregiver is speaking  L5.2 Pays attention to sounds in the environment and the spoken language from caregivers</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p>6-15 months  L5.3 Shows interest in songs, rhymes, chants, and stories  L5.4 Recognizes sounds used by speakers of child’s home language</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”</p>

	LLD 3c.2 Imitates or repeats sounds and tones.
15-24 months L5.5 Imitates sounds heard in the environment L5.6 Identifies sounds heard in the environment	<b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted.  <b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences.  <b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones.
2-3 years L5.7 Repeats different sounds in rhymes and familiar words L5.8 Distinguishes between spoken language and environmental sounds L5.9 Recalls previously heard words, songs, and rhymes	<b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.  <b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language.  <b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.
3-4 years L5.10 Shows interest in and associates sounds with words L5.11 Playfully explores sounds, words, and language, including rhyme and alliteration	<b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.  <b>LLD 3b Phonological Awareness: Hears large units of sound</b> 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.  <b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.
4-5 years, K Readiness	<b>LLD 3a Phonological Awareness: Rhyme</b>

<p>L5.12 Identifies and continues sound patterns in words L5.13 Plays with the sounds in spoken language, independent of meaning</p>	<p>LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>
<p>K Alignment K 0.3.0. 0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b> LLD 3a.5 Produces rhyming words when given a word. LLD 3a.6 Rhymes with real and nonsensical words.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b> LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3b.6 Deletes large units of sound.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b> LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.</p>
<p><b>L6 Letter recognition:</b> Child recognizes the shapes of letters and recalls the names of letters</p>	
<p>Birth to 6 months L6.1 Recognizes familiar faces</p>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities.</p>
<p>6-15 months L6.2 Shows interest in familiar photos, pictures, and drawings</p>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.1 Explores books and toys with letters and related images.</p>

	LLD 4.2 Participates in letter songs and activities.
15-24 months L6.3 Recognizes familiar photos, pictures, drawings	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities.
2-3 years L6.4 Recognizes symbols, colors, and shapes	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
3-4 years L6.5 Points to and names some letters (especially in their own name)	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> 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.
4-5 years, K Readiness L6.6 Recognizes how features of a letter combine to make a specific letter L6.7 Differentiates between letters and other symbols	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> 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.
K Alignment K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.
<b>L7 Concepts of print:</b> Child understands the fundamentals of print, such as orientation, organization, and features of print	
Birth to 6 months L7.1 Explores books by grasping and bringing to mouth to suck and chew	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.

<p>6-15 months L7.2 Attempts to hold board books with both hands L7.3 Turns pages of board books</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p>
<p>15-24 months L7.4 Turns book or text right side up</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p>
<p>2-3 years L7.5 Identifies front and back of book L7.6 Demonstrates understanding that print has meaning</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p>
<p>3-4 years L7.7 Looks at books or shares them from front to back</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>
<p>4-5 years, K Readiness L7.8 Recognizes some parts of a book and conventions of print L7.9 Knows that English print is left to right and top to bottom L7.10 Points to words and attempts to read, or asks, “what does it say?”</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p>
<p>K Alignment K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p>
<p><b>L8 Comprehension of narrative text:</b></p>	

Child understands the events and order of events in a story	
Birth to 6 months N/A	N/A
6-15 months L8.1 Pays attention to stories read out loud L8.2 Points to or gestures toward characters during reading	<p><b>LLD 6a Reading Comprehension: Responds to text</b>            LLD 6a.1 Interacts by reaching for or patting when a book is read.            LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>            LLD 6b.1 Looks at and listens to books read aloud by an adult.            LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
15-24 months L8.3 Understands stories read or told L8.4 Talks about, gestures, or points to characters and events during reading or storytelling L8.5 Relates objects in stories to objects in the real world L8.6 Talks about characters and events during reading	<p><b>LLD 6a Reading Comprehension: Responds to text</b>            LLD 6a.1 Interacts by reaching for or patting when a book is read.            LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>            LLD 6b.1 Looks at and listens to books read aloud by an adult.            LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
2-3 years L8.7 Asks and answers questions during story reading L8.8 Acts out, draws, or describes parts of a story L8.9 Can identify and describe basic information from the text	<p><b>LLD 6a Reading Comprehension: Responds to text</b>            LLD 6a.2 Chooses and holds a book and looks intently at each page.            LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>            LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.            LLD 6b.3 Identifies the characters and setting in a story.</p>
3-4 years L8.10 Retells important information from a story L8.11 Tells simple stories and experiences about own life L8.12 Responds to and uses vocabulary related to key concepts in the text	<p><b>LLD 6a Reading Comprehension: Responds to text</b>            LLD 6a.3 Talks about pictures and ideas in familiar stories.            LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers</b></p>

	<p><b>questions about a text or story</b>  LLD 6b.3 Identifies the characters and setting in a story.  LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p>4-5 years, K Readiness  L8.13 Predicts what will happen next in a story using words or drawings  L8.14 Retells a story using a variety of media, materials, and props  L8.15 Restates and describes the concepts from the text</p>	<p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.  LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.4 Retells portions of a story using pictures, gestures or props.  LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>K Alignment  K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story  K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details  K 0.1.1.1 With prompting and support ask and answer questions about key details in a text</p>	<p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.  LLD 6a.6 With support, compares similarities between two texts.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.  LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.</p>
<b>Component L9: Writing</b>	
<b>L9 Writing conventions:</b> Child understands the forms and function of written language	
<p>Birth to 6 months  L9.1 Grasps and squeezes a toy or object  L9.2 Uses hands or feet to make a connection with objects or people</p>	<p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.1 With adult support, makes a mark with a writing tool or other material.  LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.1 Explores various tools used to write.  LLD 7b.2 Makes handprints or fingerprints with adults.</p>

<p>6-15 months L9.3 Coordinates eye and hand movements and has control over grasp</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p>15-24 months L9.4 Uses small muscles to do simple tasks L9.5 Attempts to use a variety of writing tools such as crayons and markers</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.</p>
<p>2-3 years L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas L9.7 Demonstrates interest in writing as a way of communicating</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p>
<p>3-4 years L9.8 Uses letter-like symbols to make letters or words L9.9 Uses drawing to represent writing</p>	<p><b>LLD 7a Writing: Emergent writing</b> 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.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
<p>4-5 years, K Readiness L9.10 Writes own name, and words about things that interest them L9.11 Understands there are different purposes for writing, such as</p>	<p><b>LLD 7a Writing: Emergent writing</b> LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p>

<p>stories, lists, signs, etc.  L9.12 Uses invented spelling  L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</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><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.  LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>K Alignment  K 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.  LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.  LLD 7b.6 Draws and writes to express ideas or share an opinion.</p>

<p><b>Domain: Mathematics - Cognitive</b></p>	
<p><b>Components M1-6: Number Knowledge</b></p>	
<p><b>M1 Rote counting:</b>  The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</p>	
<p>0-1 year  M1.1 Releases one item to reach for another  M1.2 Uses body language to indicate a desire for more</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.1 Listens to counting songs and chants.  M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p>
<p>1-2 years  M1.3 Imitates use of at least one number word</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.</p>

<p>M1.4 Imitates counting</p>	<p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.1 Listens to counting songs and chants.  M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p>
<p>2-3 years  M1.5 Recites number words but not necessarily in the correct order  M1.6 Recites number words correctly, up to 3  M1.7 Names familiar numerals</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.2 Attends to what others are looking at or pointing to.  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.  M 1a.3 Verbally counts to five.</p>
<p>3-4 years  M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play  M1.9 Orders a few objects by size with assistance  M1.10 Recites number words in the correct sequence up to 10  M1.11 Recognizes when others make errors in the number word sequence  M1.12 Points to objects while reciting number word sequence  M1.13 Begins to write number-like forms</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.3 Verbally counts to five.  M 1a.4 Verbally counts to ten.</p>
<p>4-5 years, K Readiness  M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects  M1.15 Recites number words aloud, backward, down from at least 10 without objects  M1.16 Is able to name the next number word for numbers up to 9  M1.17 Reads and writes numerals from 0 to 10, with some reversals possible</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.4 Verbally counts to ten.  M 1a.5 Verbally counts to twenty.</p>
<p>K Alignment  K.1.1.3 Count, with and without objects, forward and backward to at least 20  K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31</p>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.  ATL 1a.6 Sustains focus for at least ten minutes, even if there are</p>

	<p>distractions.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.5 Verbally counts to twenty.  M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.</p>
<p><b>M2 Meaningful Counting:</b>  The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”</p>	
<p>0-1 year  N/A</p>	<p><b>N/A</b></p>
<p>1-2 years  N/A</p>	<p><b>N/A</b></p>
<p>2-3 years  M2.1 Imitates one to one correspondence</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.2 Uses one-to-one correspondence to match objects or pictures.  [1]  M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.2 Recognizes amounts up to two without counting.  M 1d.3 Recognizes amounts up to three without counting.</p>
<p>3-4 years  M2.2 Correctly uses 1:1 correspondence up to 4 items</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.3 Points to one object at a time while counting up to five.  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.3 Recognizes amounts up to three without counting.  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p>4-5 years, K Readiness  M2.3 Demonstrates and uses 1:1 correspondence with sets larger than</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p>

<p>four</p>	<p>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.  M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p>
<p>K Alignment  N/A</p>	<p><b>N/A</b></p>
<p><b>M3 Cardinality:</b>  The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set</p>	
<p>0-1 year  N/A</p>	<p><b>N/A</b></p>
<p>1-2 years  M3.1 Responds to request to give a small quantity items (one, two)</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.1 Points to objects.  M 1c.2 Uses one-to-one correspondence to match objects or pictures.  [1]</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.1 Looks for an object that is taken out of sight.  M 1d.2 Recognizes amounts up to two without counting.</p>
<p>2-3 years  M3.2 Gives 1 item correctly, upon request  M3.3 Gives 2 items or more upon request for 2, inconsistently</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.2 Uses one-to-one correspondence to match objects or pictures.  [1]  M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b></p>

	<p>M 1d.2 Recognizes amounts up to two without counting.  M 1d.3 Recognizes amounts up to three without counting.</p>
<p>3-4 years  M3.4 Gives exactly 4 consistently when asked</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.3 Points to one object at a time while counting up to five.  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.3 Recognizes amounts up to three without counting.  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p>4-5 years, K Readiness  M3.5 Gives 5 or more items correctly and consistently when asked</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.  M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p>
<p>K Alignment  K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.  K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures</p>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.  M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.5 Creates and counts groups of up to five objects and recognizes</p>

	<p>which group has more, even if the objects in the larger group are smaller.</p> <p>M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.</p>
<p><b>M4 Ordinality:</b> The child matches symbols (digits or numerals) to a position in a sequence</p>	
<p>0-1 year N/A</p>	<p><b>N/A</b></p>
<p>1-2 years N/A</p>	<p><b>N/A</b></p>
<p>2-3 years M4.1 Identifies first or second item in a sequence, upon request</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order. M 1a.3 Verbally counts to five.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p> <p><b>M 4b Measurement: Compares and orders</b> M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>
<p>3-4 years M4.2 Uses terms like first; most; last; before, to refer to ordinal position</p>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p><b>M 4b Measurement: Compares and orders</b> M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>

	M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
4-5 years, K Readiness M4.3 Recognizes that a number can be used to represent a position in a sequence	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p><b>M 4b Measurement: Compares and orders</b> M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>
K Alignment K1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.5 Verbally counts to twenty. M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.</p> <p><b>M 4b Measurement: Compares and orders</b> M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p>
<b>M5 Comparing numbers and quantities:</b> The child uses organizing strategies to know how many objects they have	
0-1 year M5.1 Grasps one object and reaches for another	<p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight.</p>

	M 1d.2 Recognizes amounts up to two without counting.
1-2 years M5.2 Demonstrates understanding of some descriptive words, such as responding to questions M5.3 Separates a few items into groups using own method such as color, size, etc. M5.4 Nests smaller objects inside larger objects	<b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.
2-3 years M5.5 Compares two sets of up to 4 objects accurately using terms like more/ less; a little/a lot	<b>M 1d Number Sense: Number quantities and comparison</b> M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.
3-4 years M5.6 Uses terms like more/less; bigger/ smaller; a little bit/a lot; to refer to approximate quantities	<b>M 1d Number Sense: Number quantities and comparison</b> M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
4-5 years, K Readiness M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	<b>M 1d Number Sense: Number quantities and comparison</b> M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.
K Alignment N/A	<b>N/A</b>
<b>M6 Relation and operations:</b> The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes	
0-1 year N/A	<b>N/A</b>
1-2 years N/A	<b>N/A</b>

<p>2-3 years N/A</p>	<p>N/A</p>
<p>3-4 years M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased</p>	<p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p>
<p>4-5 years, K Readiness M6.2 States the number that comes next or before up to 5 M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/ subtracted from (respectively)</p>	<p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p>
<p>K Alignment M6.4 States the number that comes next or before up to 10 M6.5 Understands that the quantity of a set of (more than 4) objects has been changed M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5) M6.8 Uses simple physical strategies to combine or separate sets</p>	<p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller. M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.</p> <p><b>M 1e Number Sense: Addition and subtraction</b> M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals</p>

	up to ten.
<b>Components M1-6: Number Knowledge</b>	
<b>M7 Measurement:</b> Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	
0-1 year N/A	<b>N/A</b>
1-2 years M7.1 Experiments with “full” and “empty” M7.2 Orders a few objects by size with assistance	<b>M 4a Measurement: Measures and estimates</b> M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.  <b>M 4b Measurement: Compares and orders</b> M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.
2-3 years M7.3 Brings objects closer together to compare them M7.4 Imitates using an object to measure another object M7.5 Identifies which of two small sets (less than 4) is more upon request M7.6 Uses language to describe “full” and “empty”	<b>M 4a Measurement: Measures and estimates</b> M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects.  <b>M 4b Measurement: Compares and orders</b> M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object.
3-4 years M7.7 Shows understanding of measurement terms (longer/ shorter, taller/ shorter, fullest, farthest, closest) M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height	<b>M 4a Measurement: Measures and estimates</b> M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.  <b>M 4b Measurement: Compares and orders</b> M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using

	words like first, second and third.
<p>4-5 years, K Readiness</p> <p>M7.9 Compares and orders more than two items in some way</p> <p>M7.10 Uses comparison vocabulary (longer/ shorter, taller/ shorter, farthest/ closest)</p>	<p><b>M 4a Measurement: Measures and estimates</b></p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p><b>M 4b Measurement: Compares and orders</b></p> <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>
<p>K Alignment</p> <p>K.3.2.1 Use words to compare objects according to length, size, weight and position.</p> <p>K.3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight.</p>	<p><b>M 4a Measurement: Measures and estimates</b></p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>M 4b Measurement: Compares and orders</b></p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p> <p>M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p>
<b>Component M8: Patterns</b>	
<p><b>M8 Repeating patterns:</b></p> <p>The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity</p>	
<p>0-1 year</p> <p>M8.1 Anticipates familiar routines</p>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b></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>

1-2 years M8.2 Carries out familiar routines M8.3 Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)	<b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.
2-3 years M8.4 Follows an unfamiliar simple pattern (sound, body, color, size, movement)	<b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.
3-4 years M8.5 Recognizes repeating patterns M8.6 Copies existing pattern with same materials M8.7 Extends a simple pattern with the same materials	<b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.
4-5 years, K Readiness M8.8 Uses words or pictures to describe a simple pattern M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement) M8.10 Copies complex patterns with same materials M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	<b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
K Alignment K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, growing or shrinking such as ABB, ABB, ABB or number, sounds and movements	<b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. M 5.6 Copies, creates and extends complex patterns, such as ABc or AABB.
<b>Components M9-11: Geometry and Spatial Thinking</b>	
<b>M9 Knowledge and visualization of shapes:</b> The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	
0-1 year N/A	<b>N/A</b>
1-2 years M9.1 Shows interest in shapes	<b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes.

<p>2-3 years M9.2 Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>3-4 years M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names M9.4 Recognizes geometric shapes in the environment</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p>
<p>4-5 years, K Readiness M9.5 Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners M9.6 Puts together (composes) and takes apart (decomposes) shapes M9.7 Composes and decomposes shapes/ constructions with increasing complexity</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
<p>K Alignment K.3.1.1 Recognize basic two- and spheres. and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and sphere</p>	<p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.</p>
<p><b>M10 Transformations and symmetry:</b> The child can locate and manipulate shapes in space</p>	
<p>0-1 year M10.1 Attends and responds to moving objects and sounds, relative to themselves</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes.</p>

<p>1-2 years  M10.2 Develops increasing ability to change positions and move body from place to place  M10.3 Demonstrates awareness of relationship between over and under, up and down, in and out</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.1 Participates as caregiver raises arms or legs and says up/down.  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.1 Manipulates objects that are a variety of shapes.  M 3.2 Matches two identical shapes.</p>
<p>2-3 years  M10.4 Adjusts position and movement of own body relative to objects  M10.5 Explores how objects fit together in space  M10.6 Rotates objects to fit through holes</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.  M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.  M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.2 Matches two identical shapes.  M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>3-4 years  M10.7 Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.  M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.3 Finds or places objects next to, between, in front of or behind self.  M 2b.4 When prompted, places objects next to, between, in front of or</p>

	<p>behind objects not related to self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.3 Identifies one to three two-dimensional shapes.  M 3.4 Identifies four to six two-dimensional shapes.</p>
<p>4-5 years, K Readiness  M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes  M10.9 Recognizes and creates shapes that have symmetry  M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.  M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.  M 2b.5 Explains the location of an object in relation to another object.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.4 Identifies four to six two-dimensional shapes.  M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
<p>K Alignment  K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.  M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.5 Explains the location of an object in relation to another object.  M 2b.6 Make simple maps or models to represent the location of objects.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.  M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.</p>

<p><b>M11 Location, spatial relationships and landmark use:</b> The child recognizes where a person or object is in relation to other people or objects</p>	
<p>0-1 year M11.1 Shows preference for familiar toys</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>SS 3a Geography: Identifies types of places</b> SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.</p>
<p>1-2 years M11.2 Recognizes familiar objects from different vantage points</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>SS 3a Geography: Identifies types of places</b> SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.</p>
<p>2-3 years M11.3 With verbal cues, uses simple maps to relate to realworld</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.2 Follows simple positional directions such as on/off, over/under</p>

	<p>and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p><b>SS 3a Geography: Identifies types of places</b> SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.</p>
<p>3-4 years M11.4 Uses terms like near/far; under; below; front; middle; end M11.5 Uses a simple map of a visible area to locate placement</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p><b>SS 3a Geography: Identifies types of places</b> 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.</p>
<p>4-5 years, K Readiness M11.6 Recognizes and describes position of objects in space with greater accuracy M11.7 Draws a simple map M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.</p> <p><b>SS 3a Geography: Identifies types of places</b> 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</p>

	bridges and buildings. Asks questions about landmarks.
<p>K Alignment K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world</p>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.5 Explains the location of an object in relation to another object. M 2b.6 Make simple maps or models to represent the location of objects.</p> <p><b>SS 3a Geography: Identifies types of places</b> SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 3a.6 Compares the geographic features of one's community to another community.</p>
<b>Component M12: Data Analysis</b>	
<b>M12 Sorting:</b> The child recognizes that objects can be sorted by attributes	
<p>0-1 year M12.1 Recognizes differences among people and among different objects</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>1-2 years M12.2 Matches items based on attributes meaningful to the child</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>2-3 years M12.3 Explores sorting M12.4 Imitates sorting</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. [2]</p>
<p>3-4 years M12.5 Sorts objects based on an observable attribute</p>	<p><b>M 6 Classification: Sorts and graphs</b> M 6.3 Sorts objects by one feature. [2]</p>

M12.6 Demonstrates understanding that attributes are measurable	M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]
4-5 years, K Readiness M12.7 Describes the attribute used for sorting or comparing M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	<b>M 6 Classification: Sorts and graphs</b> M 6.4 After sorting objects by one feature, sorts again by a different feature. [3] M 6.5 Sorts objects by more than one feature and explains why.
K Alignment K.3.1.2 Sort objects using characteristics such as shape, size, color and thickness	<b>M 6 Classification: Sorts and graphs</b> M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.
<b>Components M13-14: Data Analysis</b>	
<b>M13 Collects, classifies, and organizes information:</b> The child collects, classifies and organizes data based on distinguishing characteristics.	
0-1 year N/A	N/A
1-2 years N/A	N/A
2-3 years N/A	N/A
3-4 years M13.1 Participates in simple data collection discussed by an adult or other child M13.2 Collects information by one or more attribute	<b>M 6 Classification: Sorts and graphs</b> M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]  <b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
4-5 years, K Readiness M13.3 Participates as group member in the collection of data that is put	<b>M 6 Classification: Sorts and graphs</b> M 6.4 After sorting objects by one feature, sorts again by a different

<p>on a chart or graph  M13.4 Sorts information by one or more attribute  M13.5 Independently collects data to put on a chart or graph</p>	<p>feature. [3]  M 6.5 Sorts objects by more than one feature and explains why.  <b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>K Alignment  N/A</p>	<p><b>N/A</b></p>
<p><b>M14 Describes data:</b>  The child can describe data by using data sets to solve problems or asking questions.</p>	
<p>0-1 year  N/A</p>	<p><b>N/A</b></p>
<p>1-2 years  N/A</p>	<p><b>N/A</b></p>
<p>2-3 years  N/A</p>	<p><b>N/A</b></p>
<p>3-4 years  M14.1 Identifies patterns, differences, or similarities of information collected  M14.2 Uses language to describe those patterns, differences or similarities of data</p>	<p><b>M 6 Classification: Sorts and graphs</b>  M 6.3 Sorts objects by one feature. [2]  M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]  <b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.  <b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>

<p>4-5 years, K Readiness  M14.3 Uses language to compare data  M14.4 Uses data to answer questions and solve problems  M14.5 Discusses, compares and makes sense of collected data</p>	<p><b>M 6 Classification: Sorts and graphs</b>  M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]  M 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.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>K Alignment  N/A</p>	<p><b>N/A</b></p>

<p><b>Domain: Physical and Movement Development</b></p>	
<p><b>Components P1-4: Gross Motor</b></p>	
<p><b>P1 Early infancy - reflexive movements:</b>  Child moves involuntarily: not purposefully initiating movement</p>	
<p>0-1 year  P1.1 Laying on back, kicks legs and waves arms  P1.2 Laying on tummy, holds head up</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>1-2 years  N/A</p>	<p><b>N/A</b></p>
<p>2-3 years  N/A</p>	<p><b>N/A</b></p>
<p>3-4 years  N/A</p>	<p><b>N/A</b></p>

4-5 years, K Readiness N/A	N/A
K Alignment N/A	N/A
<b>P2 Early infancy movement In and out of position:</b> Child moves voluntarily and purposefully	
0-1 year P2.1 Rolls over: tummy to back/back to tummy P2.2 Moves into/out of sitting	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
1-2 years N/A	N/A
2-3 years N/A	N/A
3-4 years N/A	N/A
4-5 years, K Readiness N/A	N/A
K Alignment N/A	N/A
<b>P3 Locomotion:</b> Childs moves their body through space from one place to another	
0-1 year P3.1 Crawls by one of these methods: • On tummy using arms/legs (tummy/ commando) • Two straight arms and one bent leg (3-point), • Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist P3.2 Pulls to stand up against furniture P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves) P3.4 Walks with assistance	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

<p>1-2 years  P3.5 Crawls up a few stairs with adult observing  P3.6 Walks independently  P3.7 Runs freely</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>2-3 years  P3.8 Crawls up 3 to 5 stairs  P3.9 Walks on some different surfaces  P3.10 Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot to same stair)  P3.11 Runs in games and freely  P3.12 Climbs onto/off furniture  P3.13 Jumps with two feet over a line</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>3-4 years  P3.14 Crawls under and around 3 or more objects in an obstacle course  P3.15 Walks along a wide (12" &gt;) slightly raised straight pathway with assistance  P3.16 Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)  P3.17 Climbs on play equipment  P3.18 Hops on one foot a few times  P3.19 Jumps off slightly elevated height with two feet  P3.20 Jumps with two feet over and out of spaces or objects on floor ("river" w rope or tape markers/ hula hoops)</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>4-5 years, K Readiness  P3.21 Walks on a wide (12"&gt;) slightly raised pathway  P3.22 Walks up and down stairs holding handrail  P3.23 Jumps off variable heights using a one-foot lead or with two feet  P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)  P3.25 Moves many times through an obstacle course: over, under and around</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.  PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p><b>P4 Object control:</b>  Child can manipulate objects to propel or receive</p>	

0-1 year N/A	N/A
1-2 years P4.1 Pushes and pulls toys while walking P4.2 Throws small balls	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
2-3 years P4.3 Pushes medium size ball forward with foot P4.4 Rolls a small ball to close target P4.5 Throws a small ball close to target P4.6 Pushes with legs while sitting on a scooter or balance bike	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
3-4 years P4.7 Kicks a medium-sized ball P4.8 Throws a large playground ball using two hands P4.9 Catches a large or medium ball by cradling in arms toward body P4.10 Peddles a tricycle or riding toys	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
4-5 years, K Readiness P4.11 Kicks playground ball or small soccer ball to a close wide target P4.12 Throws a small ball with some accuracy to a target or person P4.13 Catches a large or medium-sized ball using two hands P4.14 Bounces and catches a playground ball a few times using two hands P4.15 Attempts to pump legs to swing on swing	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
<b>Components P5-6: Fine Motor</b>	
<b>P5 Dexterity:</b> Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	
0-1 year P5.1 Reaches for toy, grasps it and releases P5.2 Grasps small food objects using finger and thumb P5.3 Transfers object from one hand to other hand	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
1-2 years P5.4 Grasps toys, objects to release into container P5.5 Dumps out toys and objects from a container P5.6 Turns pages of a board book P5.7 Begins to grasp crayon to scribble P5.8 Stacks a few blocks	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
2-3 years P5.9 Turns pages of a book P5.10 Grasps a crayon to scribble P5.11 Stacks 4 blocks	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
3-4 years P5.12 Grasps a simple puzzle piece and can place a few pieces in the puzzle P5.13 Draws freely on paper P5.14 Strings large beads	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
4-5 years, K Readiness P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle P5.16 Draws letters and/ or part of name with some reversals P5.17 Draws stick people and some objects	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
<b>P6 Self Care:</b> Child participates in daily care routines for feeding, dressing and personal hygiene	
0-1 year P6.1 Assists with dressing by lifting leg, arm, etc. P6.2 Feeds self with hands P6.3 Begins to drink from a cup	<b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b> PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.  <b>PD 4b Personal Care: Understands bodily functions</b>

	<p>PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>1-2 years  P6.4 When being dressed or undressed, assists with some clothes  P6.5 Feeds self with hands and begins to use a child-size spoon  P6.6 Drinks from a cup  P6.7 Helps put away a few toys</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.1 Cries or moves body when physical needs are not met.  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.1 Cries when hungry.  PD 5.2 Communicates the need to eat and feeds self some finger foods.</p>
<p>2-3 years  P6.8 Attempts to dress self for indoors with support (help with buttons and zippers)  P6.9 Helps put away toys  P6.10 May use the bathroom with assistance</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.  PD 4a.3 With help, participates in self-care routines.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.2 Communicates the need to eat and feeds self some finger foods.  PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p>3-4 years</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest,</b></p>

<p>P6.11 Assists with putting shoes on and taking them off  P6.12 Assists with putting boots on and taking off  P6.13 Puts on coat and takes coat off with assistance</p>	<p><b>toileting, handwashing, exercise and dressing</b>  PD 4a.3 With help, participates in self-care routines.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.  PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p>4-5 years, K Readiness  P6.14 Dresses with near independence  P6.15 Puts shoes on the correct feet. May need help with ties and fasteners  P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners  P6.17 Puts coat on and takes off  P6.18 Uses the bathroom independently</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.4 Describes the function of basic body parts. Can locate body pain.  PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.  PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>

<p><b>Domain: Scientific Thinking - Cognitive</b></p>	
<p><b>Components ST1-2: Discover</b></p>	

<p><b>ST1 Observe and question:</b> Child demonstrates awareness and engagement with phenomena, materials, and environment</p>	
<p>0-1 year ST1.1 Observes and responds to external stimuli ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>1-2 years ST1.3 Indicates interest by looking, pointing or verbalizing</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>2-3 years ST1.4 Asks questions readily</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>3-4 years ST1.5 Notices differences or similarities among materials, objects and</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p>

<p>phenomena ST1.6 Uses experiences to stimulate questions</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.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>4-5 years, K Readiness ST1.7 Verbally identifies obvious differences and similarities ST1.8 Expresses curiosity and/or formulates questions of complex concepts</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.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>K Alignment K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one’s observational and descriptive with those of others K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b> SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b> SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<p><b>ST2 Investigate:</b> Child actively shows wonder by demonstrating curiosity of self, others and surroundings</p>	
<p>0-1 year ST2.1 Explores people and objects using senses</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p>

	<p>SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>1-2 years  ST2.2 Seeks out and explores objects and items with apparent interest  ST2.3 Begins using objects as tools</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>2-3 years  ST2.4 Engages with objects of interest – whether familiar or new- for extended periods of time  ST2.5 Explores properties of objects/ materials to gain understanding  ST2.6 Identifies and uses some tools for their intended purpose</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>3-4 years  ST2.7 Seeks to gain additional knowledge in areas of interests  ST2.8 Explores with the intention of finding out something specific  ST2.9 Uses many tools as designed</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p>

	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>4-5 years, K Readiness  ST2.10 Starts with a useful, general approach to investigation even if details may be lacking  ST2.11 Uses discernment to inform exploration  ST2.12 Uses tools in new and novel ways</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.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>K Alignment  K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one’s observational and descriptive with those of others  K4.1.1.1 Observed compare plants and animal</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.  SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.5 Observes, describes and records a scientific phenomenon.  SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<b>Components ST3-4: Act</b>	
<p><b>ST3 Experiment:</b>  Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.</p>	
<p>0-1 year  ST3.1 Demonstrates recognition of familiar items, people, and situations  ST3.2 Persists in looking for missing object(s)</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>

	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>1-2 years  ST3.3 Demonstrates willingness to try new things  ST3.4 Uses simple strategies to carry out ideas  ST3.5 Demonstrates ability to focus on one element of a situation  ST3.6 Persists in actions or attempts to affect environment or objects</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>2-3 years  ST3.7 Approaches situations with intent to achieve a simple outcome  ST3.8 Uses a variety of strategies to carry out ideas  ST3.9 Demonstrates ability to focus on multiple elements of a situation  ST3.10 Demonstrates resilience in trial and error process</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific</p>

	<p>phenomenon with teacher support.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>3-4 years  ST3.11 Makes a simple plan in advance to see what will happen  ST3.12 Uses a greater variety of strategies to carry out ideas  ST3.13 Attempts to make a prediction of an expected outcome</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>4-5 years, K Readiness  ST3.14 Makes a plan in advance with an intended outcome  ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes  ST3.16 Makes a prediction when prompted  ST3.17 Changes a plan or refines actions when outcome is not as expected</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>

	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>K Alignment  K4.2.1.1 Observe a natural system or its model and identify living and nonliving components of the system</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.  SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.5 Observes, describes and records a scientific phenomenon.  SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.  SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>
<p><b>ST4 Evaluate:</b>  Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions</p>	
<p>0-1 year  ST4.1 Shows a preference for certain materials, people or situations  ST4.2 Indicates surprise when outcome is not as expected</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and</p>

	<p>manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>1-2 years  ST4.3 Associates objects that belong together  ST4.4 Asks “what happened?” or “where did it go?” as a result of an experiment</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>2-3 years  ST4.5 Recognizes obvious differences among like objects  ST4.6 Makes guesses at possible explanations or conclusions</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p>

	<p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>3-4 years</p> <p>ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing</p> <p>ST4.8 Open to more than one solution or answer to a problem</p> <p>ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>4-5 years, K Readiness</p> <p>ST4.10 Offers critique of an experience based on examination of outcomes</p> <p>ST4.11 Sees outcomes as the result of one's behavior or actions</p> <p>ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs.</p>

	<p>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>K Alignment          K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one's observations and descriptions with others          K3.2.2.2 Identify the sun as a source of heat and light          K3.2.2.1 Monitor daily and seasonal changes in weather and summarize changes</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.          SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.5 Observes, describes and records a scientific phenomenon.          SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>          SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.          SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>
<p><b>Understanding Components ST5-6: Integrate</b></p>	
<p><b>ST5 Communicate:</b>          Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others</p>	
<p>0-1 year          ST5.1 Vocalizes in response to stimuli or individual needs          ST5.2 Seeks out/initiates interactions from others in service of own needs</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.1 Looks for a person or toy that has moved out of sight.          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.1 Uses senses to explore environment.          SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and</b></p>

	<p><b>nonliving things.</b>          SCI 2a.1 Explores immediate environment using senses.          SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>1-2 years          ST5.3 Uses gestures, body language or a few words to express emotions related to an activity, person or experience          ST5.4 Invites others to observe actions and results</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.1 Looks for a person or toy that has moved out of sight.          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.1 Uses senses to explore environment.          SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>          SCI 2a.1 Explores immediate environment using senses.          SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>2-3 years          ST5.5 Describes details associated with an experience such as materials, possible causes and effects          ST5.6 Listens to others ideas and points of view          ST5.7 Shares stories and related experiences with others unprompted          ST5.8 Scribbles or draws to show and/or share ideas</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>          SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.          SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>          SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.          SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>          SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.          SCI 2a.3 Identifies familiar natural materials, animals or plants and</p>

<p>3-4 years  ST5.9 Verbally expresses ideas/thought process  ST5.10 Seeks input from others regarding an experience  ST5.11 Verbalizes possible explanations for an outcome  ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas</p>	<p>groups them by common characteristics.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>4-5 years, K Readiness  ST5.13 Retells/describes own actions in process of experimenting  ST5.14 Talks with others about questions, actions, ideas, observations or results  ST5.15 Articulates and shares aloud explanations based on reasoning and evidence  ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>

<p>K Alignment  K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others  K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p><b>ST6 Apply:</b>  Child leverages and uses knowledge unprompted or in a new situation.</p>	
<p>0-1 year  ST6.1 Finds comfort in familiar people and objects</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>1-2 years  ST6.2 Revisits and builds on past experiences</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p>

	<p>SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>2-3 years  ST6.3 Generalizes knowledge gained from one situation to another  ST6.4 Recognizes relevant attributes to inform the development of a rule</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>3-4 years  ST6.5 Recalls and uses information in new/ different experiences  ST6.6 Generates new and more complex questions  ST6.7 Uses prior experience to identify details that may be relevant</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>

	<p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>4-5 years, K Readiness  ST6.8 Compares findings to predictions or expected results  ST6.9 Identify what to look for, measure, or test to answer questions  ST6.10 Develops and applies rules  ST6.11 Determines approach to situation, problem or challenge based on previous experience</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.  SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>K Alignment  K1.2.1.1 Sort objects into two groups: those that are found in nature and those that are human made  K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.  SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.5 Observes, describes and records a scientific phenomenon.  SCI 1b.6 Gathers information or experiments to prove/disprove a</p>

	<p>prediction.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>          SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.          SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>
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<b>Domain: Social and Emotional Development</b>	
<b>Components S1-3: Self and Emotional Awareness</b>	
<b>S1 Confidence:</b> Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”	
<p>0-1 year</p> <p>S1.1 Independently prompts caregiver to meet basic needs</p> <p>S1.2 Uses voice or body to show likes and dislikes</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.          SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>          SED 1c.1 Reaches for a familiar object or toy.          SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>          ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.          ATL 1b.2 Repeats actions to gain a result.</p>
<p>1-2 years</p> <p>S1.3 Independently attempts new challenges or activities that may or may not be successful</p> <p>S1.4 Checks with and accepts support from adult or caregiver when necessary</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.          SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>

	<p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.1 Reaches for a familiar object or toy.  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.  ATL 1b.2 Repeats actions to gain a result.</p>
<p>2-3 years  S1.5 Demonstrates or describes personal skills, likes, or dislikes  S1.6 Seeks help from adult to meet needs or solve problems  S1.7 Seeks out available social-emotional resources such as adults, peers or things for support</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.  SED 1a.3 Name self and name basic body parts.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  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.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.2 Repeats actions to gain a result.  ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>3-4 years  S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments  S1.9 Consistently and effectively uses social/ emotional resources such as adults, peers or things for support</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.3 Name self and name basic body parts.  SED 1a.4 Identifies characteristics of self.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  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.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.  ATL 1b.4 Practices or repeats an activity until successful. Expresses</p>

<p>4-5 years, K Readiness  S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas  S1.11 Engages in increasingly independent and self-directed activities  S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</p>	<p>delight over a successful project.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.4 Identifies characteristics of self.  SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  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><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.  ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p>
<p><b>S2 Self Awareness:</b>  Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world</p>	
<p>0-1 year  S2.1 Explores the world and environment around self and how things work</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.1 Vocalizes or moves to express wants and needs.  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.1 Reaches for a familiar object or toy.  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b></p>

	<p>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
<p>1-2 years  S2.2 Demonstrates awareness of self as separate from others</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.1 Vocalizes or moves to express wants and needs.  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.1 Reaches for a familiar object or toy.  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
<p>2-3 years  S2.3 Identifies self as part of the family, culture, community, or group  S2.4 Describes or labels self as a boy or girl</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.  SED 1a.3 Name self and name basic body parts.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.  SED 1b.3 Expresses likes and dislikes.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>

	<p>SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>          SED 1d.2 Shows a range of emotions with facial expressions and gestures.          SED 1d.3 Recognizes and names a few personal feelings.</p>
<p>3-4 years          S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.3 Name self and name basic body parts.          SED 1a.4 Identifies characteristics of self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>          SED 1b.3 Expresses likes and dislikes.          SED 1b.4 When given two to three options, chooses their most desired option.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>          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.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>          SED 1d.3 Recognizes and names a few personal feelings.          SED 1d.4 Identifies and describes personal feelings.</p>
<p>4-5 years, K Readiness          S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>          SED 1a.4 Identifies characteristics of self.          SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>          SED 1b.4 When given two to three options, chooses their most desired option.          SED 1b.5 Describes and compares preferences of self and others.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>          SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p>

	<p>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>          SED 1d.4 Identifies and describes personal feelings.          SED 1d.5 Recognizes that feelings can change.</p>
<p><b>S3 Emotions:</b>          Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors</p>	
<p>0-1 year          S3.1 Expresses emotions through facial expressions, sounds, and gestures          S3.2 Notices and responds to emotions displayed by others</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>          SED 2a.1 Calms with support from caregiver.          SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>          SED 2b.1 Reacts to changes in tone of voice or expression.          SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>1-2 years          S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words          S3.4 Associates emotions with words and expressions</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>          SED 2a.1 Calms with support from caregiver.          SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>          SED 2b.1 Reacts to changes in tone of voice or expression.          SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>2-3 years          S3.5 Recognizes and describes own emotions          S3.6 Shows some understanding of others' emotional expressions</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>          SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.          SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>          SED 2b.2 Participates in familiar routines and transitions with support.          SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p>3-4 years</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p>

<p>S3.7 Uses words to express emotions S3.8 Recognizes and responds to others' emotional expression</p>	<p>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>4-5 years, K Readiness S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p><b>Components S4-5: Self-Management</b></p>	
<p><b>S4 Managing thinking:</b> Child manages attention and thoughts</p>	
<p>0-1 year S4.1 Briefly pays attention to environmental stimuli S4.2 Indicates a choice with physical or vocal response</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b> 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>1-2 years  S4.3 Focuses attention on preferred items and experiences  S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally  S4.5 Anticipates and follows simple routines</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.1 Shifts attention from one person or thing to another.  ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p>2-3 years  S4.6 Frequently pays attention to both familiar and new objects and experiences  S4.7 Chooses from a variety of options within the environment  S4.8 Responds to soothing or redirection when playing or learning does not go as expected</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.2 Attends to what others are looking at or pointing to.  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.2 Shifts attention from one task to another with prompting and adult support.  ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p>
<p>3-4 years  S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities  S4.10 Makes self-directed choices from a greater variety of options  S4.11 Increasing ability to remember and follow simple two-step directions</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>

	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.  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>4-5 years, K Readiness  S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes  S4.13 Talks through simple tasks and conflicts, seeking adult support as needed</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.  SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b>  ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.  ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>
<p><b>S5 Managing emotions and behaviors:</b>  Child manages emotions, impulses, and behaviors with assistance from others and independently</p>	
<p>0-1 year  S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance  S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds  S5.3 Uses sounds, sign language, or gestures to gain adult help to</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b></p>

<p>alleviate discomfort or distress  S5.4 Responds to adult efforts to calm or soothe  S5.5 Uses behaviors, objects, or movements to comfort self</p>	<p>SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>1-2 years  S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults  S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative  S5.8 Anticipates and actively avoids or ignores situations that cause discomfort  S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior  S5.10 Tolerates brief delays in getting needs met</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.1 Calms with support from caregiver.  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.1 Reacts to changes in tone of voice or expression.  SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>2-3 years  S5.11 Uses a wide variety of self-comforting behaviors  S5.12 Communicates specific needs, wants, and discomfort to adults  S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine  S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances  S5.15 Waits briefly to obtain something desired</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.2 Participates in familiar routines and transitions with support.  SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p>3-4 years  S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance  S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways  S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance  S5.19 Demonstrates the ability to delay gratification for longer periods of time  S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.  SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>4-5 years, K Readiness</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p>

<p>5.21 Increasingly expresses feelings, needs, opinions and desires verbally</p> <p>5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)</p> <p>5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p> <p>5.24 Shows increasing ability to stop and think before acting</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><b>SED 2b Self-Regulation: Follows routines and transitions</b></p> <p>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
<p><b>Components S6-8: Social Understanding and Relationships</b></p>	
<p><b>S6 Social responsiveness:</b> Child notices and responds to others and their emotions</p>	
<p>0-1 year</p> <p>S6.1 Shows interest or reacts to others' emotions</p> <p>S6.2 Responds to others' emotional tone and actions</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.1 Notices, responds to and looks at peers.</p> <p>SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.</p> <p>SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>1-2 years</p> <p>S6.3 Imitates others' emotions and expressions</p> <p>S6.4 Shows some individual response to others' emotional tone</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p> <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>

	<p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.  SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.  SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.  SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>2-3 years  S6.5 Identifies others' basic emotional cues  S6.6 Shows concern for others through efforts to help or comfort</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.  SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.2 Engages in simple interactions with peers.  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.2 Mimics actions of others.  SED 3c.3 Joins a group and participates in an activity when asked.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.2 Explores different facial expressions, such as in pictures.  SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>3-4 years</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b></p>

<p>S6.7 Shows understanding, empathy, and compassion for others through words or gestures S6.8 Labels others' emotions</p>	<p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.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>4-5 years, K Readiness S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy) S6.10 Responds appropriately to others' emotions S6.11 Shows increasing understanding and appreciation of the perspectives of peers</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult</p>

	<p>prompting on occasion.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>          SED 3d.4 Explains how and why someone may be feeling a certain emotion.          SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p><b>S7 Building relationships:</b>          Child establishes and sustains relationships with others</p>	
<p>0-1 year          S7.1 Shows a preference for a trusted adult          S7.2 Notices or responds to others</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>          SED 3a.1 Recognizes, interacts with and responds to primary caregivers.          SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>          SED 3b.1 Notices, responds to and looks at peers.          SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>          SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.          SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>          SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.          SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>1-2 years          S7.3 Shows preferences for one or more adults or children          S7.4 Shows some awareness or caution with unfamiliar adults          S7.5 Uses trusted adult(s) as a base from which to explore</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>          SED 3a.1 Recognizes, interacts with and responds to primary caregivers.          SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b></p>

	<p>SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>2-3 years S7.6 Seeks out familiar adults and children for conversation and play S7.7 Manages routine separations with decreasing amount of distress</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>3-4 years S7.8 Shares information and participates in activities with adults and peers</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>

	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.3 Joins a group and participates in an activity when asked.  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.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>4-5 years, K Readiness  S7.9 Builds friendships through play, learning activities and conversation with peers  S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.  SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.  SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p>

	<p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p><b>S8 Social skills:</b> Child responds to and interact with others in a meaningful way</p>	
<p>0-1 year S8.1 Notices others and chooses similar materials or copies actions</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>1-2 years S8.2 Play with others in a parallel manner S8.3 Recognizes similarities and differences between self and others</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p>

	<p>SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.  SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.  SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p>2-3 years  S8.4 Enters play groups using various strategies  S8.5 seeks a preferred playmate  S8.6 Shows flexibility in roles during play</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.  SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.2 Engages in simple interactions with peers.  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.2 Mimics actions of others.  SED 3c.3 Joins a group and participates in an activity when asked.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.2 Explores different facial expressions, such as in pictures.  SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>3-4 years  S8.7 Initiates, joins, and sustains cooperative play and conversations with others  S8.8 Shows concern, respect, care, and appreciation for others and the environment  S8.9 Actively helps solve problems with others  S8.10 Takes turns</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>

	<p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.3 Joins a group and participates in an activity when asked.  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.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>4-5 years, K Readiness  S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults  S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.  SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.  SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b>  SED 3d.4 Explains how and why someone may be feeling a certain emotion.  SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>

<b>Domain: Social Systems: Cognitive</b>	
<b>Components SS1-2: Community, People and Relationships</b>	
<b>SS1 Self-identity in the community:</b> Understands the different ways people form their identity	
<p>0-1 year</p> <p>SS1.1 Shows a preference for familiar adults</p> <p>SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b></p> <p>SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b></p> <p>SS1c.1 Sees diverse features of people in books, toys and media.</p> <p>SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p>1-2 years</p> <p>SS1.3 Demonstrates preference for favorite toys, clothing and activities</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b></p> <p>SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b></p> <p>SS1c.1 Sees diverse features of people in books, toys and media.</p> <p>SS 1c.2 Explores people and their features, either in person or in pictures.</p>

<p>2-3 years  SS1.4 Begins to explore the physical characteristics that make an individual unique  SS1.5 Asks questions about similarities and differences in other people in the community</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.  SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.2 Participates in activities related to cultures or traditions.  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.2 Explores people and their features, either in person or in pictures.  SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>3-4 years  SS1.6 Describes their role(s) within the family and familiar environment  SS1.7 Identifies similarities and differences in people</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.3 Identifies similarities and differences between self and others.  SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p>4-5 years, K Readiness  SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/ or other group to which the family belongs.  SS1.9 Demonstrates an understanding that families vary  SS1.10 Identifies some family traditions and customs</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each</p>

	<p>may do.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.  SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.4 Respectfully participates in activities with others different than self.  SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
K Alignment N/A	<b>N/A</b>
<b>SS2 Civics:</b> Child understands what it means to be a member of a community	
0-1 year SS2.1 Makes wants and needs known SS2.2 Shows interest in stories and songs	<b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b> SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities.
1-2 years SS2.3 Develops an expectation and understanding of routines within a familiar environment SS2.4 Shows interest in other children and objects	<b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b> SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities.
2-3 years SS2.5 Demonstrates an understanding of the expectations in a familiar environment	<b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b> SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
3-4 years SS2.6 Describes different roles of people in the community SS2.7 With modeling and support, follows classroom rules and routines	<b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b> SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.

<p>4-5 years, K Readiness  SS2.8 Practices the ways groups make choices and decisions with support  SS2.9 Demonstrates an understanding of rules and why they are important  SS2.10 Participates in a variety of roles in the early childhood environment  SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them</p>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.  SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
<p>K Alignment  K1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values  K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules</p>	<p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations.</b>  SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.  SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p>
<p><b>Components SS3-4: Change over Time</b></p>	
<p><b>SS3 Personal history:</b>  Child explores the concepts of past, present and future in relation to personally significant events</p>	
<p>0-1 year  S3.1 Participates in physical care routines</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.1 Focuses on interactions with others for a short time.  SS 4.2 Indicates the beginning or ending of an event.</p>
<p>1-2 years  S3.2 Notices sequence of a daily routine</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.1 Focuses on interactions with others for a short time.  SS 4.2 Indicates the beginning or ending of an event.</p>
<p>2-3 years  S3.3 Begins to use language about time  S3.4 Notices age and size differences between self and others  S3.5 Notices change in a daily routine</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.2 Indicates the beginning or ending of an event.  SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”</p>
<p>3-4 years  S3.6 Uses language to recall events in time (“yesterday,” “today”, “tomorrow” “when I was a baby,” “last time”)  S3.7 Begins to see self placed in time between older and younger family members and friends</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>

<p>S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event S3.9 Talks about recent family or friend events and their impact on self</p>	
<p>4-5 years, K Readiness S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy S3.11 Compares self to older and younger family members and friends with specific examples S3.12 Describes a chronological order in a series of familiar events S3.13 Reflects on the impact of past, present and some future events on self and family</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>K Alignment K4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.</p>
<p><b>SS4 Family narratives and traditions:</b> Child has an awareness and appreciation of family and cultural stories and traditions</p>	
<p>0-1 year SS4.1 Recognizes familiar people and toys or objects</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b> SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p>1-2 years N/A</p>	<p><b>N/A</b></p>
<p>2-3 years</p>	<p><b>N/A</b></p>

N/A	
<p>3-4 years  SS4.2 Demonstrates curiosity about family and culture  SS4.3 Shares stories about family, culture and traditions</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self.  Identifies and role-plays familiar community helpers.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.3 Identifies similarities and differences between self and others.  SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p>4-5 years, K Readiness  SS4.4 Asks more questions about families and culture to build deeper understanding  SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.4 Describes family members and their relationship to self.  Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.  SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.4 Respectfully participates in activities with others different than self.  SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

<p>K Alignment K4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds</p>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1a.6 Compares roles, rules and responsibilities between different groups.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures. SS 1b.6 Explains the meaning and importance of traditions or customs of other people.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b> SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.</p>
<p><b>Components SS5-6: Environment</b></p>	
<p><b>SS5 Conservation:</b> Understands that some environmental resources are limited</p>	
<p>0-1 year N/A</p>	<p>N/A</p>
<p>1-2 years SS5.1 Helps to put away toys or throw out trash SS5.2 Participates in selfcare routines</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b> SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<p>2-3 years</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and</b></p>

<p>SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling</p>	<p><b>nonliving things.</b>  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.  SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p>3-4 years  SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  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.</p>
<p>4-5 years, K Readiness  SS5.5 With support, participates in community conservation activities (playground clean up, etc.)</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.  SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.  SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>

<p>K Alignment K1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b> SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b> SCI 2b.5 Identifies current season and explains how weather affects personal life. SCI 2b.6 Explains that different places have disparate kinds of weather and climates.</p>
<p><b>SS6 Physical characteristics of community:</b> Child can identify important physical features in their environment</p>	
<p>0-1 year N/A</p>	<p>N/A</p>
<p>1-2 years SS6.1 Begins pretend play with blocks, dolls and other toys</p>	<p><b>SS 3a Geography: Identifies types of places</b> SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.</p> <p><b>SS 3b Geography: Interacts with maps</b> SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>
<p>2-3 years SS6.2 Explores physical environments where people live, work and play</p>	<p><b>SS 3a Geography: Identifies types of places</b> SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.</p> <p><b>SS 3b Geography: Interacts with maps</b> SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3b.3 Follows a path.</p>
<p>3-4 years SS6.3 Identifies and describes significant objects and places in familiar environments</p>	<p><b>SS 3a Geography: Identifies types of places</b> SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings and</p>

	<p>landmarks in own community.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.3 Follows a path.  SS 3b.4 Recognizes symbols or landmarks.</p>
<p>4-5 years, K Readiness  SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)  SS6.5 Uses tools to represent immediate environment</p>	<p><b>SS 3a Geography: Identifies types of places</b>  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.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.4 Recognizes symbols or landmarks.  SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p>
<p>K Alignment  K3.1.1.1 Describe spatial information depicted in simple drawings and pictures</p>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  SS 3a.6 Compares the geographic features of one's community to another community.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.5 Identifies what is represented on a map and draws pictures of current location.  SS 3b.6 Recreates a map of something they cannot immediately see.</p>
<b>Components SS7: Economics</b>	
<b>SS7 Economic reasoning:</b> Child begins to understand basic economic principles	
0-1 year N/A	<b>N/A</b>
1-2 years N/A	<b>N/A</b>
2-3 years SS7.1 Participates in turn taking activities with support	<b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b>

SS7.2 Asks for needs to be met SS7.3 Explores the exchange of goods	SS 2b.2 Expresses a desire for an object or action. Expresses ownership. Says me and/or mine. SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.
3-4 years SS7.4 Participates in turn taking with increasing independence SS7.5 Describes basic needs for living things SS7.6 Begins to understand the use of trade or money to obtain goods and services	<b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b> SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.
4-5 years, K Readiness SS7.7 Negotiates and shares with other children during play SS7.8 Begins to label individual needs and wants with support SS7.9 Identifies goods and services that could meet a specific need or want	<b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b> 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.
K Alignment K1.1 Demonstrates civic skills in a classroom that reflect an understanding of civic values K2.1.1.1 Distinguishes between individual needs (conditions necessary to survive) and individual wants (conditions necessary to be happy) K2.1.1.2 Identify goods or services that could satisfy a specific need or want	<b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b> SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins.
<b>Components SS8: Technology</b>	
SS8 Digital citizenship: The ability to choose and use some digital technology appropriately*  *Follow all best practices and safety protocol for children using digital technology	
0-1 year N/A	<b>N/A</b>
1-2 years N/A	<b>N/A</b>
2-3 years	<b>N/A</b>

N/A	
3-4 years SS8.1 With support, explores all tools, including digital tools, to enhance learning	<b>SCI 4 Technology: Uses tools and technology to perform tasks</b> SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.
4-5 years, K Readiness SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology SS8.3 With support, engages in responsible use of all tools including digital technology	<b>SCI 4 Technology: Uses tools and technology to perform tasks</b> 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.
K Alignment N/A	<b>N/A</b>

# Developmental Continuum of Skills

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

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

Individual children develop at a unique pace.		Infant	Toddler	Preschool			Primary		
Skill/Skill Code	Sub-skill/ Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
LLD 1 Listening	<b>LLD 1a Understands and interprets language</b>	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.
	<b>LLD 1b Follows directions</b>	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	<b>LLD 2a Uses language to express information and ask/answer questions</b>	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.
	<b>LLD 2b Uses conversational skills</b>	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.
	<b>LLD 2c Uses sentence structure</b>	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.
	<b>LLD 2d Uses and expands vocabulary</b>	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	<b>LLD 3a Rhyme</b>	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.
	<b>LLD 3b Hears Large Units of Sound</b>	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.
	<b>LLD 3c Hears Small Units of Sound</b>	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	<b>LLD 4 Identifies letters, makes letter-sound connections and decodes words</b>	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	<b>LLD 5 Uses print concepts and explores books and other text</b>	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	<b>LLD 6a Responds to text</b>	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.
	<b>LLD 6b Retells, asks and answers questions about a text or story</b>	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	<b>LLD 7a Emergent Writing</b>	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.
	<b>LLD 7b Uses writing to represent meaning</b>	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.

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

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.
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.