



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Ontario's Framework: Early
Learning for Every Child Today
(ELECT)**





The Experience Developmental Continuum of Skills

This document details the alignment of the Early Learning for Every Child Today (ELECT) Framework. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
Social	
1.1 Social Interest (Infants and toddlers) 1.1 Friendship (Preschool Kindergarten)	
Infants (birth to 24 months) <ul style="list-style-type: none"> • preferring human faces to inanimate objects or animals • smiling at an adult • returning the gaze of an adult • seeking adults for play, stretching arms to be picked up • examining objects with others as a means of forming relationships • observing peers 	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.
Toddlers (14 months to 3 years) <ul style="list-style-type: none"> • observing and imitating peers • beginning to play "follow the peer" games • observing and playing briefly with peers • may turn into struggle for possession • offering toys • engaging in short group activities 	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
Preschool Kindergarten (2.5 to 6 years) <ul style="list-style-type: none"> • participating in peer groups • having a best friend • basing friendships on mutual trust • participating in complex socio-dramatic play • often playing with children of the same sex with gender-specific toys • playing group games • interacting with more pro-social skills • declining aggression • emerging social hierarchies • interest in pleasing adults 	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
1.2 Imitation (Infants) 1.2 Perspective Talking (Toddlers) 1.2 Conflict Resolution and Social Problem-Solving Skills (Preschool Kindergarten)	
Infants (birth to 24 months) <ul style="list-style-type: none"> • imitating adult behaviour • take part in pretend play with simple scenarios like caring for dolls 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
Toddlers (14 months to 3 years) <ul style="list-style-type: none"> • in simple situations beginning to take the point of view of others 	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for them

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> beginning to express what they want and are thinking and feeling regulating emotions in order to solve conflicts beginning to attend and listen to peers beginning to identify solutions to conflict beginning to identify consequences making decisions and choices and accepting the consequences 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b. 4 When given two to three options, chooses their most desired option. SED 1b. 5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one's needs or personal preferences.</p> <p>SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time.</p> <p>SED 4a Problem Solving: Solves problems 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. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p>
<p>1.3 Simple Turn Taking (Infants) 1.3 Parallel Play (Toddlers) 1.3 Peer Group Entry Skills (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> playing simple one-to-one games such as peekaboo 	<p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> playing in proximity of peers with similar playthings without an exchange of ideas or things 	<p>SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> observing before entering play offering objects or ideas that are relevant to play entering play by assuming available roles 	<p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.</p>
<p>1.4 Maintaining Connection across Space (Infants) 1.4 Helping Skills (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> uses gestures, vocalizations and her emerging expressive language to keep connected to an adult across space 	<p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> offering assistance identifying the emotions of others regulating their own behaviour in the face of the needs of others offering comfort being generous 	<p>SED 2a Self-Regulation: Manages feelings and behavior 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. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.</p>
<p>Emotional</p>	
<p>Skills and Indicators</p>	<p>Experience Curriculum Standards</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>2.1 Expression of Emotion (Infants) 2.1 Expression of Feelings (Toddlers) 2.1 Self-concept (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • expressing comfort and discomfort • expressing pleasure and displeasure • expressing anger, anxiety, fear, sadness, joy, excitement • showing affection with hugs • showing anxiety at separation from parents • showing clear attachment to parents 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p>SED 3a Social relationships: Develops relationships with adults. 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>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • expressing aggressive feelings and behaviour • beginning to show self-conscious emotions (shame, embarrassment, guilt, pride) • expressing feelings in language and pretend play 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • talking about their personal characteristics • identifying what they can do and what they have yet to learn • developing responsibility for themselves during dressing and eating routines and in daily living • seeing self as competent and capable of self-direction 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing 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>2.2 Self-Regulation (Infants and Toddlers) 2.2 Identify Formation (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • becoming calm when comforted by familiar adults • comforting self with thumb • recovering from distress and over-stimulation in a secure relationship 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p>SED 3a Social relationships: Develops relationships with adults. 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>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • beginning to use language to assist in emotion regulation • beginning to recover from emotion in the presence of familiar adults • being overwhelmed and recovering • elevating positive emotions • seeking out adults as secure base 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • increasing identity formation • noticing their own abilities • recognizing shared abilities • expressing joy in their characteristics and identity • expressing curiosity and sensitivity to physical characteristics • understanding culture in concrete daily living within own family through language, family stories, values, and celebrations • beginning to make connections between family and larger cultural group • asserting own choices in the face of stereotype 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or 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>2.3 Sense of Self (Infants) 2.3 Empathy (Toddlers) 2.3 Self-esteem (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • sucking fingers, observing own hands • showing preference for being held by familiar people • beginning to distinguish known people from strangers • showing pleasure in mastery • playing confidently in the presence of caregiver and frequently checking in with her (social referencing) • increasing awareness of opportunities to make things happen yet limited understanding of consequences of own actions 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1c Self-Awareness: Completes tasks independently 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>SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • showing awareness of own feelings and the feelings of others • showing concern for others demonstrated with caring behaviour • beginning to recognize the rights of others 	<p>SED 1d Self-Awareness: Identifies emotions 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>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • judging themselves as worthy individuals • seeing themselves as a valued member of the group • setting goals for themselves and working towards them • acting responsibly towards others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.</p> <p>Add SED 4a?</p>
<p>2.4 Empathy (Infants) 2.4 Sense of Self (Toddlers) 2.4 Recognizing and Expressing Emotions (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • noticing and responding to distress of others • offering comfort by touching 	<p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • saying “no” in response to adult requests • seeing self as “doer” who is powerful • saying “good” and “bad” (shows emerging self-evaluation) • using name of self and others • recognizing self in mirror • pointing to parts of own body and the corresponding parts of others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • identifying their emotions • increasing or decreasing emotional energy in keeping with the situation • expressing negative emotions in ways that do not harm others 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior 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. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p>
<p>2.5 Agency (Infants) 2.5 Autonomy (Toddlers) 2.5 Regulating Attention, Emotions and Behaviour (Preschool Kindergarten)</p>	

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> beginning to sense that her behaviour can have an effect on others 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>ATL 1a Attention & Persistence: Attends 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>ATL 1b Attention & Persistence: Persists 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>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> initiating activities setting own goals and persisting in achieving them rejecting the intrusion of redirection, saying “no” and “I do” seeking to control others, saying “mine” making choices and avoiding distractions increases distinguishing own intended actions from unintended ones 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> increasingly expressing emotions appropriately focusing attention avoiding distracting stimulation returning attention after checking in or after a distraction stopping and starting their own actions delaying gratification persisting when frustrated using language to communicate needs and regulate emotions gaining control of their behaviour increasingly coping with challenges and disappointments using effective strategies for self-calming 	<p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1c.6 Revisits a familiar task or activity with a different approach.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior 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. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.</p>
<p>2.6 Identify Formation (Toddlers) 2.6 Positive Attitudes towards Learning (Preschool Kindergarten)</p>	
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> identifying self and in relation to others 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and name basic body parts.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> persevering when faced with challenging or new tasks coping with defeats and errors asking for and accepting help when needed accepting challenges and taking risks when learning expressing satisfaction and joy when accomplishing tasks 	<p>ATL 1b Attention & Persistence: Persists</p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.</p> <p>ATL 2a Flexibility & Play: Shows flexibility</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. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.</p>
Communication, language and literacy	
Skills and Indicators	Experience Curriculum Standards
<p>3.1 Non-verbal Communication Skills (Infants) 3.1 Receptive Language (Toddlers) 3.1 Using Verbal and Non-Verbal Communication (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> checking in with caregiver using eye contact 	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.1 Turns head toward the person speaking.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> listening to stories responding to names of body parts, commands and personal pronouns responding to longer sentences and commands 	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> using gestures and signs to communicate expressing their ideas and describing their experiences with increasingly complex sentences using facial expression and tone matched to the content of their communication attending to and responding appropriately to the non-verbal communications of others increasingly engaging in more complex interactions sharing songs and stories in home language 	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.</p>
<p>3.2 Receptive Language Skills (Infants) 3.2 Expressive Language (Toddlers) 3.2 Using English and the Child's Home Language (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> responding to human voices and distinguishing familiar voices from other sounds by six months, distinguishing sounds of home language responding to a verbal request recognizing named objects and body parts pointing to objects named 	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1b Listening: follows directions</p> <p>LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Toddlers (14 months to 3 years)</p> <p><i>Words</i></p> <ul style="list-style-type: none"> • combining words • using common verbs and adjectives <p><i>Sentences</i></p> <ul style="list-style-type: none"> • using simple sentences • using compound sentences • engaging in pretend play that includes language <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • increasing vocabulary • identifying functions of household items <p><i>Questions</i></p> <ul style="list-style-type: none"> • asking simple “what” and “where” questions <p><i>Conversation</i></p> <ul style="list-style-type: none"> • observing and attempting to join conversations 	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 2a Communication: Uses language to express information and ask/answer questions</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills</p> <p>LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure</p> <p>LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.2 Repeats words heard frequently in environment.</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • entering into play using both their home language and French or English • greeting others in their home language and French or English • teaching each other names of objects, actions and events in their home language • talking about important people in their lives 	<p>LLD 2c Communication: Uses sentence structure</p> <p>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2c.5 Communicates in simple, complete sentences.</p> <p>LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>SLA 1 Second Language Acquisition: Approach to second language acquisition</p> <p>SLA 1a Participates using target language</p> <p>SLA 1b Demonstrates initiative with target language</p> <p>SLA 1c Demonstrates use of varied vocabulary in target language</p> <p>SLA 2 Second Language Acquisition: Comprehension of second language</p> <p>SLA 2a Demonstrates comprehension of target language</p> <p>SLA 2b Demonstrates use of words and sentence structure of target language</p>
<p>3.3 Expressive Language Skills (Infants)</p> <p>3.3 Vocabulary (Preschool Kindergarten)</p>	

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Infants (birth to 24 months) <i>Signaling</i></p> <ul style="list-style-type: none"> • crying to signal distress • looking at others and opening body (i.e., arms and chest lifted) to others • raising arms to invite interaction <p><i>Vocalizing and Babbling</i></p> <ul style="list-style-type: none"> • vocalizing to initiate social contact • babbling using a wide variety of sounds <p><i>One Word</i></p> <ul style="list-style-type: none"> • using one word to communicate <p><i>Words with Gestures</i></p> <ul style="list-style-type: none"> • speaking with words and gestures • beginning to speak with more words than gestures <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • beginning to repeat overheard words • beginning to use “me,” “you” and “I” 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1b Listening: follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.</p> <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • using new words in play • asking questions to extend their understanding of words • linking new experiences with words they know • defining words by function (i.e., a ball is something you bounce) 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
3.4 Conversing With Adults (Preschool Kindergarten)	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • using increasingly more complex sentences • engaging in increasingly longer interactions • speaking in front of groups • understanding many culturally accepted ways of adjusting language to fit the age, sex and social status of speakers and listeners 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. 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>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speak audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p>

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • choosing to spend time with books • discussing and making connections between books and stories in their play • requesting specific stories, poems, songs • showing pleasure and enjoyment during activities with language, music and print materials 	<p>LLD 6a Reading Comprehension: Responds to text 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. 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>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p> <p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.</p>
3.8 Using and Understanding the Power of Literacy (Preschool Kindergarten)	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • beginning to express self in print • connecting information and events in text to life and life to text • dictating stories • creating stories orally and using a variety of media • referring to print in the physical environment for meaning, rules and directions • understanding the functions of literature 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media CA 3a.4 Makes choices throughout the artistic process CA 3a.5 Plans, designs, and seeks materials to creation CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p>
3.9 Retelling Stories (Preschool Kindergarten)	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • retelling stories in pretend play and art activities • making connections from stories in their daily living • dictating ideas and stories 	<p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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>
3.10 Phonological Awareness (Preschool Kindergarten)	

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> identifying sounds in their environment, such as animal sounds, traffic noises, music and human speech creating sounds by singing and making music taking part in sound games filling in rhyming words in familiar poems, songs and books identifying specific letter sounds and syllables isolating sound combinations reciting nursery rhymes, poems or sing-songs making up chants and rhymes 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.</p> <p>CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>3.11 Letter Recognition (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> identifying the letter that begins their names and its sound picking out other words that begin with the same letter or sound as their names beginning to identify a few consonant letter-sound correspondences in words in familiar rhymes 	<p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p>
<p>3.12 Understanding of Orientation and Familiar Conventions of Print (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> pretending to read using paper and pencil to scribble pretending to write and writing letters and words holding books the right way up turning pages from the front to the back using left to right directionality gradually moving from scribbling to drawing to writing writing their own books 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.</p>
<p>3.13 Matching Spoken Words with Written Ones (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> associating the spoken work with the written word by pointing or talking about connections recognizing familiar signs (i.e., stop signs, logos etc.) 	
<p>3.14 Beginning to Write Letters of the Alphabet and Some High-Frequency Words (Preschool Kindergarten)</p>	

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • recognizing and writing their own name • writing most letters and some words when dictated • independently writing many uppercase and lowercase letters • using invented spelling • writing high-frequency words 	<p>LLD 7a Writing: Emergent writing</p> <p>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.</p>
Cognitive	
4.1 Attention Regulation (Infants)	
4.1 Self-regulation (Toddlers and Preschool Kindergarten)	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • shifting attention with increasing ability • attending, disengaging and returning attention 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • maintaining attention for increasing periods of time • ignoring distracting variables 	<p>ATL 1a Attention & Persistence: Attends</p> <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • using language to regulate own behaviour and attention • using emerging ability to take another's point of view to regulate own behaviour and attention • monitoring own behaviour 	<p>SED 2a Self-Regulation: Manages feelings and behavior</p> <p>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</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>SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p> <p>SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.</p>
4.2 Problem Solving (Infants, Toddlers, and Preschool Kindergarten)	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • setting goals and acting to achieve them • solving problems with actions by trial and error • engaging others as agents in solving problems • beginning to use objects as tools for solving problems; e.g., pulling a string to retrieve a toy 	<p>SED 4a Problem-Solving: Solves problems</p> <p>SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p> <p>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p>ATL 1b Attention & Persistence: Persists</p> <p>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>ATL 1b.2 Repeats actions to gain a result.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.1 Explores simple toys.</p> <p>SCI 4.2 Begins to use simple toys purposefully.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • setting goals and acting to achieve them • solving problems in actions by trial and error • seeking out adults to help meet goals • using objects as tools to solve problems • figuring out who is missing from a group by looking at those in attendance 	<p>SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. 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>SCI 1b Investigation & Inquiry: Observes, describes and records 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>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • identifying problems • beginning to plan ahead • collecting and organize information • brainstorming solutions and outcomes • connecting consequences to actions • taking action to solve problems • evaluating the outcomes of their problem solving • creating rules based on similarities of two situations, for transferring knowledge • generalizing solutions of problems from one situation to another 	<p>SED 4a Problem-Solving: Solves problems 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. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p>
<p>4.4 Spatial Exploration (Infants and Toddlers) 4.4 Questioning (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • tracking moving objects with eyes • looking for dropped toys • elaborating search with watching and seeking after a number of changes • identifying objects from different points of view (perspective) • using body to explore space by crawling in, by and through various objects • exploring objects in space by dropping toys into containers and dumping them out 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> <p>M 2a Spatial Awareness: Understands how objects move in space. 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>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • exploring containment by putting objects in containers and by dumping them • putting things together and taking them apart 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • telling others of problems • asking “why” to determine causes • asking questions that can be answered through observation • asking questions to solve problems • asking questions to clarify their understanding 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p>SED 4a Problem-Solving: Solves problems 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. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p>
<p>4.5 Spacial Problem-solving (Infants and Toddlers) 4.5 Observing (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • persisting in search for hidden toy • searching for toy that rolled under furniture by crawling around to the other side • solving spatial problems involving barriers by moving over, around or through barriers • stacking blocks 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • pushing obstacles out of the way • using tools to overcome barriers 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p> <p>SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> visually attending to things in their environment using all senses to gather information while observing focusing their observation on details increasing the time they spend observing naming and describing the things that they have observed using specialized sources and books as a means of extending their observations 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>4.6 Object Permanence (Infants) 4.6 Temporal (Toddlers) 4.6 Collecting and Organizing Information (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> searching for playthings that move out of sight finding hidden objects 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> using terms related to time: “tomorrow” and “yesterday” understanding of “now” versus “later” emerges 	<p>SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> using objects to construct graphs creating pictorial graphs posing questions about graphs placing marks on graphs indicating their choice describing and comparing data on graphs and in surveys using graphs to reach conclusions 	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p>
<p>4.7 Symbolic Thought, Representation and Root Skills of Literacy (Infants and Toddlers) 4.7 Reflecting and Reaching Conclusions (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> creating internal image of an absent object or past event using gestures and materials to stand for ideas pointing to photos, pictures in books 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Toddlers (14 months to 3 years) <i>Pretend Play</i></p> <ul style="list-style-type: none"> • using objects to stand for other things • acting out simple themes in pretend play:cooking, caring for babies <p><i>Representation</i></p> <ul style="list-style-type: none"> • identifying objects in photos • pointing to objects in books on request • identifying objects in books 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas 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>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • describing similarities and cause and effect in recurring events • identifying patterns of events • describing connections between different objects, events and experiences • making generalizations about different objects, events and experiences 	<p>SS 4 History & Sense of Time: Develops sense of time 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>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p> <p>LLD 6a Reading Comprehension: Responds to text 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. 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>4.8 Memory (Infants and Toddlers) 4.8 Communicating Findings (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • recognizing previously seen faces and objects • increasing capacity of recognition memory 	<p>SED 3a Social relationships: Develops relationships with adults. 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>LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • increasing memory capacity • following routines • establishing rituals 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1b Listening: follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • presenting their ideas to others through drawings, telling, music and movement • using mathematical processing and language to communicate findings 	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>M 2b Spatial Awareness: Determines object location 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. M 2b.5 Explains the location of an object in relation to another object. M 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>M 4a Measurement: Measures and estimates 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. 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. M 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p>M 4b Measurement: Compares and orders 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. 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>
<p>4.9 Sorting (Infants and Toddlers) 4.9 Reasoning Logically (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • grouping like objects together 	<p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>Toddlers (14 months to 3 years)</p> <ul style="list-style-type: none"> • sorting and labeling objects by characteristics, such as hard and soft or big and small • matching items by function (e.g., spoon with bowl) 	<p>M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years) <i>Causality</i></p> <ul style="list-style-type: none"> identifying actions and outcomes identifying evidence for point of view exploring causes transferring rules from one situation to another generalizing knowledge across situations <p><i>Sequential Change</i></p> <ul style="list-style-type: none"> making logical connections identifying what precedes change <p><i>Exploring Transformations and Hypothesizing</i></p> <ul style="list-style-type: none"> mixing and transforming materials predicting the outcomes of transformations 	<p>SED 4b Problem-solving: Responsible decision-making 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>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.</p>
<p>4.10 Classifying (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> sorting objects, pictures and things into groups comparing, matching and sorting according to common properties comparing objects moving from random classification to classifying by one and then two or more properties 	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p>
<p>4.11 Seriating (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> describing relationships such as smaller than, bigger than, different than placing objects, pictures and things in order along a continuum 	<p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. 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>M 4b Measurement: Compares and orders 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. 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>
<p>4.12 Counting (Preschool Kindergarten)</p>	

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> counting in meaningful ways in play and daily living 	<p>M 1a Number Sense: Verbally counts numbers</p> <p>M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty. M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from any given number.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.</p>
<p>4.13 Determining Quantity (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> counting to determine quantity matching numbers to sets of objects 	<p>M 1a Number Sense: Verbally counts numbers</p> <p>M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty. M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from any given number.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> <p>M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.</p>
<p>4.14 Comparing Quantities (Preschool Kindergarten)</p>	

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • making more-or-less comparisons when using materials • moving objects to align them when comparing quantities • counting to compare quantities • counting using one-to-one correspondence • using a graph to compare numbers 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. 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>M 4b Measurement: Compares and orders 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. 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>
<p>4.15 Representing Numbers (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • representing numbers in different ways (tallies, numbers, graphs) • recognizing numbers in print, children write numbers • reading numbers written in words 	<p>M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.</p> <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles 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>4.16 Describing and Determining Ordinal Number and Position (Preschool Kindergarten)</p>	

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> pointing to and describing relative position: before, after, between, front, back, next, last, first to sixth identifying position of events in a sequence <p>4.17 Understanding Two-Dimensional and Three-Dimensional Shapes (Preschool Kindergarten)</p>	<p>M 2b Spatial Awareness: Determines object location</p> <p>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>M 2b.5 Explains the location of an object in relation to another object.</p> <p>M 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> recognizing and naming shapes counting sides and corners identifying common attributes of shapes matching shapes and names recognizing and naming cubes, rectangular prisms, cylinders, spheres <p>4.18 Identifying Patterns (Preschool Kindergarten)</p>	<p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.2 Matches two identical shapes.</p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p> <p>M 3.5 Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.</p> <p>M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> recognizing patterns in their environment creating patterns with blocks and art materials describing patterns such as plaid, checked, striped representing patterns with movements and with symbols identifying, creating, copying and extending a variety of patterns (e.g., sound, colour, shape, number, etc.) identifying, creating, copying and extending patterns <p>4.19 Measuring Length, Weight and Capacity, Temperature, Time and Money (Preschool Kindergarten)</p>	<p>M 5 Patterns: Copies, creates and extends patterns</p> <p>M 5.2 Notices things that repeat in the environment.</p> <p>M 5.3 Fills in the missing piece of an AB pattern.</p> <p>M 5.4 Copies, creates and extends AB patterns.</p> <p>M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.</p> <p>M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> measuring to determine relationships such as comparisons of length, weight and capacity using vocabulary of measurement such as heavier or lighter and taller or shorter using non-standard measuring tools, such as their feet, hands, a piece of string when they play, build or create beginning to use the vocabulary of standard units of measure recognizing relationships between attributes (i.e., weight and size; size and capacity) <p>4.20 Completing Simple Number Operations (Preschool Kindergarten)</p>	<p>M 4a Measurement: Measures and estimates</p> <p>M 4a.3 Determines which object is bigger when given two to three objects.</p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.2 Places objects in a row in any order.</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p> <p>M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • establishing one-to-one correspondence • identifying more than, less than, or same as, when working with concrete objects or events • adding and subtracting one from a set • performing simple operations of adding to and taking away when working with concrete objects or events • using bar graphs to compare amounts • separating a set into two equal groups • sharing objects equally among more than two groups 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count 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>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. 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>M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.</p> <p>M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.</p>
<p>4.21 Using Number Symbols and Operations (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • using counters to represent objects • identifying and using the + and – symbols 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count 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>4.22 Using Spatial Relations, Directions, Maps (Preschool Kindergarten)</p>	
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • using spatial terms in context (i.e., forward, backward, inside, next, behind, in front, etc.) • following and identifying directions • using simple maps to find a location • making a map 	<p>M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object. M 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see.</p>
<p>Physical</p>	
<p>5.1 Gross Motor (Infants and Toddlers) 5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills (Preschool Kindergarten)</p>	

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Infants (birth to 24 months) <i>Pulling Self to Stand Up</i> <ul style="list-style-type: none"> • using furniture to pull self to standing position <i>Cruising</i> <ul style="list-style-type: none"> • walking while holding on to furniture <i>Walking</i> <ul style="list-style-type: none"> • walking unassisted with wide gait <i>Strength</i> <ul style="list-style-type: none"> • increasing strength in gross motor skills <i>Coordination</i> <ul style="list-style-type: none"> • transferring object from hand to hand with increasing coordination • putting objects inside other objects </p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Toddlers (14 months to 3 years) <i>Gross Motor</i> <ul style="list-style-type: none"> • standing on one foot • taking a few steps on raised surface <i>Jumping</i> <ul style="list-style-type: none"> • jumping up and down on the spot • jumping down from short heights <i>Walking and Running</i> <ul style="list-style-type: none"> • balancing and coordination increase • stopping while running improves <i>Climbing</i> <ul style="list-style-type: none"> • climbing stairs one foot at a time • climbing on climbing equipment and furniture <i>Riding Toys</i> <ul style="list-style-type: none"> • moving riding toys forward by pushing with feet </p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>Preschool Kindergarten (2.5 to 6 years) <ul style="list-style-type: none"> • freely exploring large outdoor equipment • running, climbing, jumping, hopping, balancing, etc. • using open-ended materials to move about, build and construct • practising bouncing, catching, kicking balls • gaining the ability to control their movements • increasing the distance they are able to walk • increasing skill in group games </p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. 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. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.</p>
<p>5.2 Fine Motor (Infants and Toddlers) 5.2 Gross Motor Skills (Preschool kindergarten)</p>	
<p>Infants (birth to 24 months) <i>Palmar Grasp</i> <ul style="list-style-type: none"> • holding objects with whole palm <i>Coordination</i> <ul style="list-style-type: none"> • holding and transferring object from hand to hand • manipulating small objects with improved coordination <i>Pincer Grasp</i> <ul style="list-style-type: none"> • using forefinger and thumb to lift and hold small objects <i>Holding and Using Tools</i> <ul style="list-style-type: none"> • making marks with first crayon • scribbling </p>	<p>PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

Early Learning for Every Child Today (ELECT)	Experience Developmental Continuum of Skills
<p>Toddlers (14 months to 3 years)</p> <p><i>Dressing</i></p> <ul style="list-style-type: none"> • doing up buttons • pulling up zippers <p><i>Eating</i></p> <ul style="list-style-type: none"> • using utensils and cup independently <p><i>Tool Use</i></p> <ul style="list-style-type: none"> • using toddler-safe scissors <p><i>Making a Mark</i></p> <ul style="list-style-type: none"> • using palmar grasp to hold crayons and brushes and make scribbles • scribbling expands to include lines and shapes <p><i>Pincer Grasp</i></p> <ul style="list-style-type: none"> • turning pages of book • adapting holding from palmar or pincer grasp 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <p><i>Walking</i></p> <ul style="list-style-type: none"> • turning pages of book • adapting holding from palmar or pincer grasp <p><i>Jumping</i></p> <ul style="list-style-type: none"> • jumping increases in co-ordination <p><i>Hopping</i></p> <ul style="list-style-type: none"> • hopping on one foot increases <p><i>Galloping</i></p> <ul style="list-style-type: none"> • galloping and one-foot skipping emerge <p><i>Throwing</i></p> <ul style="list-style-type: none"> • throwing with rigid movements • throwing with increased co-ordination <p><i>Riding</i></p> <ul style="list-style-type: none"> • pedaling and steering riding toys • riding a tricycle smoothly <p><i>Movement and Expression</i></p> <ul style="list-style-type: none"> • increasing control over own movements skills • becoming expressive using movement • expressing moods in movement • moving to music • matching movements to the rhyme and mood of the music • making patterns while moving to music • working together in shared dance and movement activities 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Changes direction and speed of movement.</p>
<p>5.3 The Senses (Infants and Toddlers)</p> <p>5.3 Fine Motor (Preschool Kindergarten)</p>	

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Infants (birth to 24 months) <i>Visual Exploration</i></p> <ul style="list-style-type: none"> • tracking moving objects with eyes • looking and searching visually <p><i>Visual Discrimination</i></p> <ul style="list-style-type: none"> • scanning objects and identifying them by sight <p><i>Auditory Exploration</i></p> <ul style="list-style-type: none"> • making sounds by shaking and banging objects <p><i>Auditory Discrimination</i></p> <ul style="list-style-type: none"> • turning to source of a sound • responding to familiar sounds with gestures and actions • responding by turning towards a sound when more than one sound is present <p><i>Tactile Exploration</i></p> <ul style="list-style-type: none"> • touching, rubbing, squeezing materials <p><i>Tactile Discrimination</i></p> <ul style="list-style-type: none"> • showing preferences for some tactile properties <p><i>Olfactory Exploration</i></p> <ul style="list-style-type: none"> • calming by familiar scents associated with security <p><i>Olfactory Discrimination</i></p> <ul style="list-style-type: none"> • turning away from unpleasant smells and reacting with facial expressions <p><i>Taste Exploration</i></p> <ul style="list-style-type: none"> • trying new foods <p><i>Taste Discrimination</i></p> <ul style="list-style-type: none"> • showing preferences for certain foods by sucking longer, eating more or turning head away 	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>
<p>Toddlers (14 months to 3 years) <i>Sensory Exploration</i></p> <ul style="list-style-type: none"> • using all senses in the exploration of properties and functions of objects and materials <p><i>Sensory Discrimination</i></p> <ul style="list-style-type: none"> • using all senses to identify and differentiate properties and materials <p><i>Sensory Motor Integration</i></p> <ul style="list-style-type: none"> • coordinating senses with motor skills in increasingly complex ways • using eye-hand coordination to string large beads on a pipe cleaner, do simple puzzles, pour, dump and fill 	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>

<u>Early Learning for Every Child Today (ELECT)</u>	Experience Developmental Continuum of Skills
<p>Preschool Kindergarten (2.5 to 6 years)</p> <p><i>Dressing</i></p> <ul style="list-style-type: none"> • mastering simple items of clothing • dressing without assistance <p><i>Eating</i></p> <ul style="list-style-type: none"> • eating using forks and knives <p><i>Tool Use</i></p> <ul style="list-style-type: none"> • stringing large beads • cutting paper with scissors • cutting a straight line <p><i>Drawing</i></p> <ul style="list-style-type: none"> • copying straight lines • copying triangles and crosses 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> <p>PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p>PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p>5.4 Sensory Motor Integration (Infants)</p> <p>5.4 Auditory Skills and Music (Preschool Kindergarten)</p>	
<p>Infants (birth to 24 months)</p> <ul style="list-style-type: none"> • coordinating senses with motor skills in exploration and problem solving, e.g., looking at a bubble, reaching for it, then crawling after it 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Preschool Kindergarten (2.5 to 6 years)</p> <ul style="list-style-type: none"> • identifying the sources of musical sounds • showing enjoyment when listening to music • making choices and demonstrating preferences in music • using musical instruments to move from exploration to producing patterns to reproducing patterns 	<p>CA 1a Music: Expresses through music</p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>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>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p>CA 1b Music: Develops rhythm</p> <p>CA 1b.3 Claps to beat. May not always be consistent.</p> <p>CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1b.5 Repeats simple rhythm patterns.</p> <p>CA 1b.6 Creates simple rhythm patterns.</p>

Developmental Continuum of Skills

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

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

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

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

Individual children develop at a unique pace.		Infant	Toddler	Preschool	Primary					
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
		SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	SCI 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
	Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.
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.