



*Alignment of the*  
**Experience Developmental  
Continuum of Skills**  
*with*  
**Saskatchewan Essential  
Learning Experiences**





## The Experience Developmental Continuum of Skills

This document details the alignment of the Saskatchewan Essential Learning Experiences. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

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



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



# Saskatchewan Essential Learning Experiences

*Play and Exploration For Infants and Toddler*

*Essential Learning Experiences For Three, Four, and Five-Year-Olds*



<a href="#">Play and Exploration For Infants and Toddler</a> (Supplement to <a href="#">Play and Exploration: Early Learning Program Guide</a> )	<a href="#">Experience Developmental Continuum of Skills</a>
<b>Social Emotional</b>	
<p><b>Attachment</b></p> <p>It is important to ensure that the attachments that form are positive. Healthy relationships allow children to be more resilient and are a protective factor that can reduce the impact of other unhealthy influences that the child may encounter.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>            SED 3a.1 Recognizes, interacts with and responds to primary caregivers.            SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>            SS 1a.1 Responds to and recognizes primary caregivers.            SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p>
<p><b>Temperament</b></p> <p>Every child is unique and special. Even very young infants have their own personalities and likes and dislikes. Children can be easygoing or demanding. One infant may be easily soothed and distracted while another demands immediate attention. These differences influence how we respond and interact with children, especially in group care situations.</p> <p>Every individual has specific and personal tolerance levels that can vary based on factors such as tiredness or hunger. One child may be content in an environment with lots of activity and another child may be over stimulated and become upset quickly by too much activity. Educators should be observant of these personal preferences and tolerance levels and reflect on how they influence the care provided</p>	<p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.1 Vocalizes or moves to express wants and needs.            SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>            SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.            SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>            SED 2a.1 Calms with support from caregiver.            SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p>
<b>Physical</b>	
<p>Babies learn about their bodies including how their body parts feel and how they move by exploring, rolling, climbing, falling, and experiencing touch from others.</p> <p>During the first few years of life, children experience amazing changes in both body size and control over the movements of their body. In the first-year children typically double their body weight and learn to smile, hold up their head, roll over, sit independently, scoot and/or crawl, pull themselves into a standing position, walk with support and perhaps even take their first independent steps.</p> <p>Children achieve these milestones at different rates, but they follow a predictable pattern. Average ages for skill development provide an idea as to when the skills will likely be accomplished but these are guidelines, and some variance is expected. Educators are able to support development by providing appropriate experiences based on developmental progress and ensure the safety and learning of children as they pass these milestones.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>            PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.            PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>            PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.            PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<b>Spiritual</b>	

<p>Spiritual development begins in infancy with feelings of security and a sense of wonder. Feeling loved and cared for establishes a sense of worth and inner peace even in very young children. This feeling of belonging and having a place in the world is vital to healthy development.</p> <p>Offering experiences that invoke curiosity and wonder nourish spiritual development. Many of these experiences for young children will be through sensory explorations both indoors and outdoors in the natural world. During outdoor time they can be encouraged to appreciate nature, observe its beauty, and wonder and treat it with respect.</p> <p>We can see and hear positive spiritual development in the smiles, laughs, giggles and content cooing of infants. These behaviours are the evidence of being cherished. Being valued assists children to build relationships where they can value and care for other people.</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 3a Social relationships: Develops relationships with adults.</b>  SED 3a.1 Recognizes, interacts with and responds to primary caregivers.  SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.1 Notices, responds to and looks at peers.  SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p><b>Intellectual</b></p>	
<p>As infants and toddlers gradually explore their environments, they are observing and learning cause and effect. "If I do this ... then this ... happens." This learning can be observed when infants discover their toes, learn to roll over, crawl, balance and walk.</p> <p>We observe children's intellectual development as they learn that shaking a rattle produces noise; something is not gone when out of sight (peek-a-boo); items can change shape (doors open and close, lids come off and go back on); or that items must be smaller than the hole in order to go inside (such as shape sorters or stacking blocks). Children must have repeated and varied experiences with these concepts in order to build understanding. Intentional planning by the educator ensures materials and experiences are offered to children to enhance intellectual development.</p> <p>Observing and responding are key components to enhance learning. Consider this example: An infant may accidentally kick a toy, which then makes a sound; the child stops kicking and turns her head to listen; then she might kick out again to see what happens.</p>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b>  SCI 4.1 Explores simple toys.  SCI 4.2 Begins to use simple toys purposefully.</p> <p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.1 Focuses for a short time on a person, sound or things.  ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b>  ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.  ATL 1b.2 Repeats actions to gain a result.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.1 Manipulates objects that are a variety of sizes</p>
<p><b>Language and Emerging Literacy</b></p>	

<p><b>Language Development</b>  The development of communication and language from birth to age three is a critical and amazing process. During this time, the brain is preprogrammed to learn language. The process of learning language involves nonverbal communication, processing of sounds into meaningful messages and learning to reproduce those sounds to create spoken language. This complex process goes quite smoothly for most children, and it is critical to provide support and opportunities for the child's exploration and development of language during this time.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.  LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p> <p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as "oo" and "ah."  LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p><b>English as an Additional Language</b>  Caring for and interacting with dual language learners can prompt many questions for educators: whether to be concerned if children are not using English according to the norms of child development or whether it will be detrimental to a child's language development (set them behind) to learn more than one language. Children who have been exposed primarily to one language and then to another may take longer to begin speaking. Especially during the initial months of exposure to a new language, they may be quiet while they absorb the language and build confidence and competence. During this time educators monitor for understanding and provide visual supports as needed to ensure comprehension.</p>	<p><b>SLA 1 Second Language Acquisition: Approach to second language acquisition</b>  SLA 1a Participates using target language  SLA 1b Demonstrates initiative with target language</p> <p><b>SLA 2 Second Language Acquisition: Comprehension of second language</b>  SLA 2a Demonstrates comprehension of target language  SLA 2b Demonstrates use of words and sentence structure of target language</p>

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<b>Social Emotional</b>	
<p><b>Developing Self-awareness</b>            From ...            Recognizing representations of self in mirrors or photos.</p> <p>To ...            Communicating who they are – name, identifying physical characteristics, likes, dislikes, interests, and cultural connections.</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>            SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.            SED 1a.3 Name self and names basic body parts.            SED 1a.4 Identifies characteristics of self.            SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>            SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.            SED 1b.3 Expresses likes and dislikes.            SED 1b.4 When given two to three options, chooses their most desired option.            SED 1b.5 Describes and compares preferences of self and others.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>            SS 1b.2 Participates in activities related to cultures or traditions.            SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.            SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.            SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p>
<p><b>Developing Self-worth</b>            From ...            Reluctant to try new experiences due to lack of confidence and/or experience or identifying self by using negative descriptors such as ‘bad’.</p> <p>To ...            Self-confidence is evident through identification of self by using positive descriptors and willingness to try new experiences and explore new materials.</p>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>            SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.            SED 1a.3 Name self and names basic body parts.            SED 1a.4 Identifies characteristics of self.            SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>            SED 1c.2 Attempts to do a familiar task or explore objects independently.            SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.            SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.            SED 1c.5 Takes risks and pushes self to accomplish new tasks independently</p>

<p><b>Developing a Sense of Belonging (both physically and socially)</b>  From ...  Being hesitant to enter the environment, playing in isolation from others or damaging materials.</p> <p>To ...  Being comfortable in the environment (physical and social) and demonstrating care with materials because a sense of connection exists.</p>	<p><b>SED 3b Social relationships: Develops relationships with peers</b>  SED 3b.2 Engages in simple interactions with peers.  SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.  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 interacts as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b>  SED 3c.2 Mimics actions of others.  SED 3c.3 Joins a group and participates in an activity when asked.  SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.  SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.  SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>
<p><b>Separating from Family Without Distress</b>  From ...  Crying and showing distress when being dropped off at the early learning program.</p> <p>To ...  Saying goodbye to family members and willingly transitioning to activities in the early learning environment.</p>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.  SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  SED 2b.2 Participates in familiar routines and transitions with support.  SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.  SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.  SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>

<p><b>Identifying and Regulating Emotions</b> From ... Requiring adult assistance and intervention to regulate behavior when highly emotional (external regulation).</p> <p>To ... Identifying and communicating feelings and emotional needs to others and being able to regulate their own behaviour(internal regulation).</p>	<p><b>SED 1d Self-Awareness: Identifies emotions</b> SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p>
<p><b>Interacting with Others (Relationships with peers and adults)</b> From ... Preferring to spend time alone, choosing to interact only with adults or limited peer interaction such as dominating or watching interactions.</p> <p>To ... Developing close bonds with others, cooperating with peers by taking turns, sharing materials and working together to achieve a common goal.</p>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p><b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>
<p><b>Taking the Perspective of Others and Showing Empathy</b> From ... Believing everyone sees the world as he/she does.</p> <p>To ... Being able to consider the perspective of others and how his/her actions may influence others.</p>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>

<p><b>Resolving Conflicts</b> From ... Requiring adults to resolve conflicts for them, using physical methods to resolve conflict or always conceding to others to avoid conflict.</p> <p>To ... Requesting assistance when needed either from adults or peers. Compromising and problem solving with peers to find a mutually acceptable solution.</p>	<p><b>SED 4a Problem-Solving: Solves problems</b> SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b> SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break." SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.</p>
<p><b>Physical</b></p>	
<p><b>Developing Fine Motor Skills (Grasping, squeezing, painting, drawing, printing, cutting, pouring, beading etc.)</b> From ... Using an awkward grip to manipulate tools such as markers, crayons, scissors, or paint brushes.</p> <p>To ... Using a skilled grip and manipulation of markers, crayons, scissors, paintbrushes or other small tools and materialsto play or represent ideas.</p>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p><b>Developing Loco-motor Skills (Walking, marching, running, crawling, jumping, hopping, leaping, skipping, galloping, rolling, moving to music etc.)</b> From ... Walking and/or running in play. Moving forward and being able to change directions, although may be awkward.</p> <p>To ... Skipping and/or galloping Moving sideways and/or backwards and able to change speed, direction and levels smoothly.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. 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.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.</p>

<p><b>Developing Stability/Balance (Turn, twist, bend, stretch, push, pull, rise, fall, balance, jump and land)</b>  From ...  Swaying to music with both feet on floor, bending to pick up an item from the floor or stretching to reach something from a shelf.</p> <p>To ...  Remaining upright and maintaining balance while moving on various surfaces, slopes, and heights.  Maintaining balance to jump and land on his/her feet, stepping from one stump to another, sitting on a ball, standing on one foot, or sitting on a swing.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs. 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.</p>
<p><b>Developing Manipulative Skills (Throw, Toss, Kick, Catch, and Strike)</b>  From ...  Throwing a bean bag up in the air but being unable to catch it on the way down. Kicking a large sized ball.  Throwing balls of various sizes.</p> <p>To ...  Catching a large ball with both hands. Tapping a balloon into the air multiple times without letting it touch the ground. Striking a balloon with a racket.</p>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.  PD 1.3 Runs. 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.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.2 Uses purposeful gestures and body language to communicate.  CA 2a.3 Moves in own way to music and rhythm.  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>

<p><b>Developing Space and Body Awareness (With self and others and varied environments)</b>  From ...  Using their body to demonstrate shapes such as a stick or a circle or ball and sizes such as big and small.  Having difficulty avoiding others and/or obstacles in the environment.</p> <p>To ...  Using their body to demonstrate more complex shapes such as round, flat, wide, narrow.  Adjusting movement and speed based on environmental obstacles such as tables, objects on the floor or other hazards.  Avoiding colliding with friends while moving in a common space.</p>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.  PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.  PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.2 Moves body purposely such as by swaying or bouncing to music.  CA 2b.3 Follows the movements of others. Explores personal space and direction.  CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.  CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p><b>Developing Healthy Habits</b>  From ...  Completing healthy routines because instructed to and possibly with adult guidance. e.g., washing hands before eating when instructed, wanting to leave the table and move around while eating or requesting screen time</p> <p>To ...  Completing healthy routines independently and/or understanding why the routines are important. e.g., independently washing hands before a cooking activity to remove germs, sitting with peers and educator while eating and having meaningful interactions</p>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.  PD 4a.3 With help, participates in self-care routines.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.  PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b>  PD 5.2 Communicates the need to eat and feeds self some finger foods.  PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.  PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.  PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>
<p><b>Spiritual</b></p>	

**Experiencing a Sense of Wonder, Awe, and Joy**

From ...

Being unaware of aspects of the environment that are beyond their immediate consciousness.

To ...

Beginning to express wonder such as:

being on an outing in a field or park and noticing the expansiveness of the sky and sharing that awareness by saying with a sense of awe, "The sky is big ..."

**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment**

SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.

SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.

SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.

SCI 2b.5 Identifies current season and explains how weather affects personal life.

### **Experiencing Heightened Sensory Awareness**

From ...

Enjoying the fleeting sensory experience of running fingers over materials, textures of items in an invitation area or attending to sounds in the environment such as the whistling of wind or the sound of a flute.

To ...

Engaging deeply with materials or experiences that awaken sensory exploration such as sitting quietly in the music area listening to a favourite selection or mixing paint and watching the colours swirl and change.

#### **SCI 1b Investigation & Inquiry: Observes, describes and records**

SCI 1b.1 Uses senses to explore environment.

SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.

SCI 1b.5 Observes, describes and records a scientific phenomenon.

#### **CA 1a Music: Expresses through music**

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

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

CA 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 1b Music: Develops rhythm**

CA 1b.2 Responds to changes in rhythm.

CA 1b.3 Claps to beat. May not always be consistent.

CA 1b.4 Claps along to simple rhythm patterns.

CA 1b.5 Repeats simple rhythm patterns.

#### **CA 1c Music: Develops tone**

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

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

CA 1c.4 Controls voice to mimic the melodic direction.

CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.

#### **CA 2a Dance & Movement: Expresses through dance**

CA 2a.2 Uses purposeful gestures and body language to communicate.

CA 2a.3 Moves in own way to music and rhythm.

CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas

#### **CA 3b Visual Arts: Develops visual art techniques**

CA 3b.1 Explores materials using gross motor movements and senses.

CA 3b.2 Uses hands and feet to explore a variety of media.

CA 3b.3 Uses materials to create shapes and symbols.

CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

CA 3b.5 Uses artistic tools and media to create intentional designs or images.

<p><b>Developing an Appreciation of Beauty and Connection to the Natural and Man-made World</b></p> <p>From ... Beginning to notice and observe pleasing aspects of the environment. (child sees a plane in the sky and likes this)</p> <p>To ... Being able to identify which aspects of the environment are intriguing or pleasing, show appreciation of those elements and begin to seek them out. (child looks for planes or other objects in the sky knowing he/she likes this experience)</p>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p><b>SS 3a Geography: Identifies types of places</b></p> <p>SS 3a.1 Responds to changes in the immediate environment.</p> <p>SS 3a.2 Recognizes familiar places.</p> <p>SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p>SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p>
<p><b>Intellectual</b></p>	

## **Solving Problems**

- **Curiosity**
- **Exploring**
- **Observing**
- **Cause/effect**
- **Predicting**

From ...

Demonstrating curiosity by exploring materials, making observations, and engaging with interest in new experiences with varying levels of frustration or excitement.

Understanding simple cause and effect connections when there is an immediate and evident response. e.g., “when I slam the door, it makes a loud noise” or “when I step in the puddle my foot gets wet”.

To ...

Anticipating, predicting, and evaluating possible solutions to problems which are meaningful to the child.

Exploring additional solutions or modifying attempts based on observations and experiences if initial attempt(s) are unsuccessful.

Understanding more complex cause and effect relationships, such as, when there is a delayed response or additional influencing factors.

### **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.

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 4a Problem-Solving: Solves problems**

SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

SED 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.

### **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.

SCI 1a.4 When given a question, guesses a possible answer or outcome.

SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.

### **SCI 1b Investigation & Inquiry: Observes, describes and records**

SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.

SCI 1b.5 Observes, describes and records a scientific phenomenon.

### **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.

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.

**Creating and Imagining**

From ...

Using materials in simple ways and needing prompting.

e.g., dramatic play, visual art, sensory exploration

To ...

Using materials in multiple ways to represent ideas and share thoughts or feelings.

e.g., dramatic play, visual art, music, and/or movement, building materials etc.

**CA 1a Music: Expresses through music**

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

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

CA 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 2a Dance & Movement: Expresses through dance**

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

CA 2a.2 Uses purposeful gestures and body language to communicate.

CA 2a.3 Moves in own way to music and rhythm.

CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

CA 2a.5 Demonstrates the difference between spontaneous and planned movement.

Creates movements based on own ideas.

**CA 3b Visual Arts: Develops visual art techniques**

CA 3b.2 Uses hands and feet to explore a variety of media.

CA 3b.3 Uses materials to create shapes and symbols.

CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

CA 3b.5 Uses artistic tools and media to create intentional designs or images.

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

CA 4b.2 Mimics the use of familiar objects.

CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA 4b.4 Uses an object as a replacement for a realistic prop or real object.

CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

**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.

SCI 4.4 Explores simple tools or interacts with simple types of technology.

SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

### Recognizing Attributes and Characteristics

From ...

Sorting items by obvious characteristics, possibly with prompting. E.g., cars, crayons, animals, blocks by colour etc.

To ...

Classifying and comparing materials by recognizing more detailed differences in attributes. (texture, temperature, size, shapes, living/nonliving, animals that walk/fly/swim etc.)

### **M 3 Shapes: Identifies shapes and their characteristics**

M 3.2 Matches two identical shapes.

M 3.3 Identifies one to three two-dimensional shapes.

M 3.4 Identifies four to six two-dimensional shapes.

M 3.5 Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.

### **M 4a Measurement: Measures and estimates**

M 4a.2 Explores size and weight of objects in relation to self.

M 4a.3 Determines which object is bigger when given two to three objects.

M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.

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 4b Measurement: Compares and orders**

M 4b.2 Places objects in a row in any order.

M 4b.3 Compares and orders two to three objects. Identifies the first object.

M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.

M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.

### **M 5 Patterns: Copies, creates and extends patterns**

M 5.2 Notices things that repeat in the environment.

M 5.3 Fills in the missing piece of an AB pattern.

M 5.4 Copies, creates and extends AB patterns.

M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.

### **M 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.

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.

### **SCI 2a Natural & Earth Science: Understanding living and nonliving things.**

SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.

SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.

SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.

SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

### Exploring Numeracy

From ...

Reciting simple rote counting (1,2,3) or recognizing general quantity such as lots/more; little/many.

Inconsistent identification of number quantities.

To ...

Using numbers and numeracy concepts to count, measure, and compare materials to add meaning to projects or discover answers to questions identified by the children.

#### **M 1a Number Sense: Verbally counts numbers**

M 1a.2 Says or sings random numbers, may be out of order.

M 1a.3 Verbally counts to five.

M 1a.4 Verbally counts to ten.

M 1a.5 Verbally counts to twenty.

#### **M 1b Number Sense: Identifies and writes numerals.**

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

M 1b.3 Identifies numerals up to five.

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

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

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

M 1c.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 1d Number Sense: Number quantities and comparison**

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

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

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 1e Number Sense: Addition and subtraction**

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

M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.

M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.

M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.

<p><b>Exploring Time</b> From ... Identifying difference of night and day.</p> <p>To ... Understanding basic time concepts that relate to the child's experiences in meaningful ways. (today, tomorrow, and yesterday and seasons of the year).</p> <p>Understanding and using sequencing concepts including before, after, first, then, now, and later.</p>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.2 Indicates the beginning or ending of an event SS 4.3 Describes events as they happen. Uses words such as "first" and "then." 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><b>Exploring Position/Direction</b> From ... Demonstrating an understanding of basic position and direction concepts. E.g., up/down, on/off, over/under, forward/backward.</p> <p>To ... Demonstrating an understanding and use of complex position/direction words. E.g., beside, behind, in front, on top, near, far away.</p>	<p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.</p>
<p><b>Language and Emerging Literacy</b></p>	
<p><b>Listening with Interest and Engagement During Brief Experiences with Spoken Language</b> From ... Indicating interest during short but authentic conversations such as facial expressions and body language at snack time.</p> <p>To ... Showing interest by coming closer to the speaker, watching intently and/or making comments while an elder or storyteller shares an oral story with the large group.</p>	<p><b>LLD 1a Listening: Understands and interprets language</b> LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests.</p> <p><b>LLD 2b Communication: Uses conversational skills</b> LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p>

<p><b>Engaging in Conversation</b>  <b>• Responding to Others and Expressing Ideas</b></p> <p>From ...  Conversing with others in very short exchanges and/or conveying ideas/concepts with abbreviated speech concepts such as “Car go fast.”</p> <p>To ...  Conveying ideas in lengthy and descriptive language such as, “The red car goes faster up the hill than the green one.” And Engaging in sustained conversation with an adult or peer about a topic of interest.</p>	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p>
<p><b>Engaging in Conversation</b>  <b>• Inquiring</b></p> <p>From ...  Asking simple questions such as “What’s that?” or “Where we going?”</p> <p>To ...  Asking more complex questions such as “How does that work?” or “Why do leaves change colour?”</p>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.  SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p>
<p><b>Exploring Words</b>  <b>• Incorporating Vocabulary in Play</b></p> <p>From ...  Limited use of vocabulary to express needs or ideas</p> <p>To ...  Using vocabulary and concepts from prior language experiences to enhance play.</p>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

<p><b>Exploring Words</b>  <b>• Engaging in Sound and Word Play</b>  From ...  Repeating parts of familiar songs, chants, and finger plays.</p> <p>Engaging in silly Language play (Itty bitty kitty!) or giggling at silly sounding words</p> <p>To ...  Responding with a rhyming word to complete a phrase/sentence from a book</p> <p>Creating new chants songs or rhymes on their own or with others.</p>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.  LLD 3a.3 Suggests a missing rhyming word within a poem or song.  LLD 3a.4 Identifies when two words rhyme.  LLD 3a.5 Produces rhyming words when given a word.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Show s awareness of separate words in spoken language.  LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.  LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.2 Imitates or repeats sounds and tones.  LLD 3c.3 Engages in word and sound play through songs and games.  LLD 3c.4 Identifies and produces words that have the same beginning sound.  LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>
<p><b>Gaining Meaning From a Variety of Visual Formats and Text Materials</b>  <b>• Exploring meaningful images and symbols</b>  From ...  Recognizing a sign or logo in their environment</p> <p>To ...  Using text materials in purposeful ways during play (looking at a cook book and while 'making a cake' in the dramatic play area and role play reading the ingredients and method).</p>	<p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b>  LLD 5.1 Opens and closes books, looks at them and points to pictures.  LLD 5.2 Recognizes if pictures are right-side up. Turns pages from 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.</p>
<p><b>Gaining Meaning From a Variety of Visual Formats and Text Materials</b>  <b>• Engaging With Stories and Books</b>  From ...  Occasionally exploring books or real-life literacy materials.</p> <p>To ...  Spending self-selected time browsing through books, cultural images, or artifacts alone, with peers, or with an adult.  Role play 'reading' a book alone or with a peer</p>	<p><b>LLD 6a Reading Comprehension: Responds to text</b>  LLD 6a.2 Chooses and holds a book and looks intently at each page.  LLD 6a.3 Talks about pictures and ideas in familiar stories.  LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.  LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.  LLD 6b.3 Identifies the characters and setting in a story.  LLD 6b.4 Retells portions of a story using pictures, gestures or props.  LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>

<p><b>Representing Ideas Using Expressive Forms</b>  • <b>Drawing, painting, collage, construction, singing, and dancing, dramatic play puppetry etc.</b>  From ...  Beginning to represent ideas using an expressive form with which he/she is most comfortable. E.g., drawing, construction with blocks, dramatic play.</p> <p>To ...  Expanding his/her range of creative expression to engage in multiple forms of representation.</p>	<p><b>LLD 7a Writing: Emergent writing</b>  LLD 7a.2 Makes random marks or draws with writing tools.  LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.  LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.  LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.2 Scribbles, colors or paints intentionally on paper.  CA 3a.3 Explores a variety of artistic tools and media.  CA 3a.4 Makes choices throughout the artistic process.  CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b>  CA 4a.2 Mimics observed behaviors and words.  CA 4a.3 Uses words, actions and props to pretend.  CA 4a.4 Plays a role in group dramatic play.  CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p><b>Exploring How Print Works</b>  From ...  Becoming aware that print carries a message. Experimenting with writing tools and making marks.</p> <p>To ...  Becoming aware that speech can be written down and beginning to use marks with the intention of communicating a message.  Engaging in role play writing during various play scenarios using calendars, note pads, lists, letters, envelopes, cards, etc.</p>	<p><b>LLD 7b Writing: Uses writing to represent meaning</b>  LLD 7b.2 Makes handprints or fingerprints with adults.  LLD 7b.3 Scribbles and draws marks as a representation of an object or person.  LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.  LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.  LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>

# Developmental Continuum of Skills

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

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

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

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

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Skill /Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
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.