



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**District of Columbia Early
Learning Standards 2019**





The Experience Developmental Continuum of Skills

This document details the alignment of the District of Columbia Early Learning Standards 2019. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



| Approaches to Learning/Logic and Reasoning | |
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| Attends and Engages with Curiosity | |
| <p>Infant 1a. Uses all senses to explore objects and surroundings</p> | <p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> |
| <p>Toddlers 1a. Manipulates objects; observes and explores surroundings by using all senses</p> | <p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> |
| <p>Two's 1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support</p> | <p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> |

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| | <p>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> |
| <p>Preschool 1a. Chooses tasks of interest; responds to adult encouragement</p> | <p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> |
| <p>Pre-K 1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas and tasks</p> | <p>ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> |

| Shows Persistence | |
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| <p>Infant 2a. Attends to sights and sounds</p> | <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.</p> |
| <p>Toddlers 2a. Repeats actions with the goal of achieving a result</p> | <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> |
| <p>Two's 2a. Continues to work on a self-selected task, especially with adult support</p> | <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> |
| <p>Preschool 2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity</p> | <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p> |
| <p>Pre-K 2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions</p> | <p>ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> |

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| | <p>ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p>SED 1c Self-Awareness: Completes tasks independently 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> |
| Approaches Tasks Flexibly | |
| <p>Infant</p> <p>3a. Notices how others approach a task</p> | <p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.</p> |
| <p>Toddlers</p> <p>3a. Notices how others approach a task and imitates their attempts</p> | <p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> |
| <p>Two's</p> <p>3a. Uses trial-and-error approaches; asks for help</p> | <p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> |
| <p>Preschool</p> <p>3a. Finds solutions without having to try every possibility; may change approach</p> | <p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> |
| <p>Pre-K</p> <p>3a. Uses multiple strategies to solve problems and complete tasks</p> | <p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p> |
| Uses symbols and takes on pretend roles | |
| <p>Infant</p> <p>4a. Shows an interest in other people's use of objects</p> | <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.</p> |
| Toddler | ATL 2b Flexibility & Play: Engages in play |

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| 4a. Observes other people's actions and use of objects; uses realistic objects in pretend play | ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. |
| Two's 4a. Uses props and imitates actions to reenact familiar events | ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. |
| Preschool 4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based | ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. |
| Pre-K 4a. Uses objects, materials, actions and images to represent other objects | ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. |
| Communication and Language | |
| Demonstrates Understanding of Spoken Language | |
| Infant 5a. Appears interested in others' speech | LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. |
| Toddler 5a. Responds to others' speech and gestures | LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. |
| Twos | LLD 1a Listening: Understands and interprets language |

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| <p>5a. Responds to simple statements, questions and simple texts read aloud</p> | <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.</p> <p>LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> |
| <p>Preschool 5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas</p> | <p>LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> |
| <p>Pre-K 5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood</p> | <p>LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> |
| <p>Uses Language to Express Self</p> | |
| <p>Infant 6a. Vocalizes and gestures in an effort to communicate</p> | <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p> |
| <p>Toddler 6a. Uses language to express needs and refer to familiar people and objects</p> | <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p> |

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| <p>Twos 6a. Uses language to describe objects and people and to ask for help</p> | <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.</p> |
| <p>Preschool 6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships</p> | <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> |
| <p>Pre-K 6a. Describes familiar people, places, things and events and with prompting and support, provides additional detail</p> | <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p>LLD 2d Communication: Uses and expands vocabulary 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>Uses Conventional Grammar and Syntax</p> | |
| <p>Infant 7a. Babbles and experiments with tone and pitch</p> | <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p> |
| <p>Toddler 7a. Uses one- and two-word sentences</p> | <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.</p> |

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| Twos 7a. Uses two- to four-word sentences with some word omissions and errors | LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. |
| Preschool 7a. Uses longer sentences with plurals, adjectives, adverbs and negatives | LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. |
| Pre-K 7a. Speaks in complete sentences of 4–6 words, using past, present and future tenses appropriately for frequently occurring verbs | LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. |
| Uses Conventional Conversational and Other Social Communication Skills | |
| Infant 8a. Vocalizes or gestures in back and forth exchanges with others | LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. |
| Toddler 8a. Exchanges single words, simple gestures and facial expressions with others | LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. |
| Twos 8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues | LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. |
| Preschool 8a. Initiates and engages in conversations of as many as three exchanges | LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. |
| Pre-K 8a. Initiates and engages in conversations of at least three exchanges | LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. |
| Literacy | |
| Demonstrates Understanding of Print Concepts | |
| Infant 9a. Shows an interest in print materials | LLD 5 Concepts of Print: Uses print concepts and explores books and other text |

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| | <p>LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> |
| <p>Toddler</p> <p>9a. Notices pictures of familiar objects in print materials</p> | <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p> |
| <p>Twos</p> <p>9a. Participates actively in book readings by choosing books to read, listening to short books read aloud, turning pages in books and pointing to pictures of interest</p> | <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</p> <p>LLD 4.2 Participates in letter songs and activities.</p> |
| <p>Preschool</p> <p>9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages</p> | <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> |
| <p>Pre-K</p> | <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> |

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| <p>9a. With guidance and support, demonstrates a basic understanding of the organization and features of print</p> <p>9b. Recognizes that spoken language can be written and read and that written language can be read and spoken</p> <p>9c. Recognizes and names 10 or more letters of the alphabet</p> | <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> |
| <p>Demonstrates Comprehension of Printed Materials Read Aloud</p> | |
| <p>Infant</p> <p>10a. Begins to look at pictures in books, with adult support</p> | <p>LLD 6a Reading Comprehension: Responds to text</p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> |
| <p>Toddler</p> <p>10a. Engages actively in short book readings by pointing at pictures or repeating words, with adult support</p> | <p>LLD 6a Reading Comprehension: Responds to text</p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> |
| <p>Twos</p> <p>10a. Shows continued engagement/ attention to printed materials in a variety of ways</p> | <p>LLD 6a Reading Comprehension: Responds to text</p> <p>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> |
| <p>Preschool</p> | <p>LLD 6a Reading Comprehension: Responds to text</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> |

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| <p>10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud</p> | <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> |
| <p>Pre-K</p> <p>10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud</p> <p>10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud</p> <p>10c. With prompting and support, identifies the characters and settings of a story read aloud</p> <p>10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud</p> <p>10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story</p> <p>10f. Recognizes familiar books by their covers</p> <p>10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts</p> <p>10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture</p> | <p>LLD 6a Reading Comprehension: Responds to text 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>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or 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>Hears and discriminates the sounds of English and/or home language(s).</p> | |
| <p>Infant</p> <p>11a. Shows awareness of speech sounds and imitates them</p> | <p>LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.</p> |

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| | <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”</p> |
| <p>Toddler 11a. Repeats words; joins in singing random words of simple songs</p> | <p>LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones.</p> |
| <p>Twos 11a. Joins in songs, rhymes, refrains and word games with repeating language sounds</p> | <p>LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.</p> |
| <p>Preschool 11a. Plays with language, experimenting with beginning and ending sounds</p> | <p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.</p> |
| <p>Pre-K 11a. Shows awareness of separate words in a sentence</p> | <p>LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme.</p> |

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| <p>11b. Decides whether two words rhyme</p> <p>11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound</p> <p>11d. Shows awareness of separate syllables in a word</p> | <p>LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> |
| <p>Writes letters and words</p> | |
| <p>Infant 12a. Emerging</p> | <p>LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.</p> |
| <p>Toddler 12a. Makes marks or scribbles</p> | <p>LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.</p> |
| <p>Twos 12a. Makes controlled linear scribbles and efforts at representation (e.g., markings on paper using chalk pen, etc.), including drawing</p> | <p>LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> |
| <p>Preschool 12a. Uses letter-like forms, letter strings, some letter combinations that are words</p> | <p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> |
| <p>Pre-K 12a. Begins to invent spelling while writing to convey a message with prompting and support</p> | <p>LLD 7a Writing: Emergent writing 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>Understands the purpose of writing and drawing</p> | |

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| <p>Infant 13a. Emerging</p> | <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.</p> |
| <p>Toddler 13a. Makes marks or scribbles</p> | <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.</p> |
| <p>Twos 13a. Makes marks and talks about them</p> | <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p> |
| <p>Preschool 13a. Dictates and draws to share or record information and tell stories</p> | <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> |
| <p>Pre-K 13a. Dictates words or draws to express a preference or opinion about a topic 13b. Uses a combination of dictating and drawing to tell some information about a topic 13c. Uses a combination of dictation and drawing to tell a real or imagined story</p> | <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p> |
| <p>Mathematics</p> | |
| <p>Matches, groups and classifies objects</p> | |
| <p>Infants 14a. Interacts differently with familiar and unfamiliar people and objects</p> | <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.</p> |
| <p>Toddlers 14a. Recognizes similarities and differences, including familiar and unfamiliar people, objects and routines and begins to match</p> | <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be</p> |

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| | <p>mixed or inconsistent.</p> <p>M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.</p> |
| <p>Twos 14a. Matches one object with a group of similar objects</p> | <p>M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.</p> <p>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.</p> |
| <p>Preschool 14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)</p> | <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.</p> |
| <p>Pre-K 14a. Groups objects according to a common characteristic, regroups them according to a different characteristic and explains the grouping rules 14b. Creates and extends simple repeating patterns</p> | <p>M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.</p> <p>M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.</p> |
| <p>Demonstrates knowledge of numbers and counting</p> | |
| <p>Infant 15a. Begins to develop an awareness of quantity</p> | <p>M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> |

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| | <p>M 1b.1 Sees number in everyday context.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.</p> |
| <p>Toddler 15a. Shows awareness of the concepts of one, two and more; recites numbers in random order</p> | <p>M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted.</p> |
| <p>Twos 15a. Begins to rote count to 10 but may not be accurate consistently</p> | <p>M 1a Number Sense: Verbally counts numbers M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order. M 1a.3 Verbally counts to five.</p> <p>M 1b Number Sense: Identifies and writes numerals</p> |

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| | <p>M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five.</p> <p>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.</p> <p>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.</p> |
| <p>Preschool 15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity</p> | <p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p> <p>M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and</p> |

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| | <p>demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p> |
| <p>Pre-K 15a. Counts to 20 by ones</p> <p>15b. Tells what number comes next in the counting sequence when given a number between 1 and 9</p> <p>15c. Recognizes and names the written numerals 1–10</p> <p>15d. Counts 10–20 objects accurately, using one number name for each object</p> <p>15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>15f. Counts to answer “How many?” questions about 10–20 objects</p> <p>15g. Correctly associates a numeral with a group of as many as 10 counted objects</p> <p>15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)</p> <p>15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects</p> | <p>M 1a Number Sense: Verbally counts numbers M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.</p> <p>M 1b Number Sense: Identifies and writes numerals M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p> <p>M 1e Number Sense: Addition and subtraction 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> |
| Demonstrates knowledge of volume, height, weight and length | |
| <p>Infant 16a. Emerging</p> | <p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> |

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| | <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects.</p> |
| <p>Toddler 16a. Explores objects of different shapes and sizes and demonstrates awareness of how objects differ by properties (size, weight, height, etc.)</p> | <p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.</p> |
| <p>Twos 16a. Makes simple comparisons, noticing similarities and differences between measurable properties of objects (e.g., length, width, height)</p> | <p>M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.</p> |
| <p>Preschool 16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length</p> | <p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> |
| <p>Pre-K 16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)</p> <p>16b. Knows and correctly uses a few ordinal numbers</p> <p>16c. Knows the usual sequence of basic daily events</p> | <p>M 4a Measurement: Measures and estimates 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.</p> <p>M 4b Measurement: Compares and orders</p> |

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| | <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p> |
| Identifies and labels shapes | |
| <p>Infant</p> <p>17a. Interacts with objects in the immediate environment</p> | <p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> |
| <p>Toddler</p> <p>17a. Explores objects of different shapes</p> | <p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.1 Manipulates objects that are a variety of shapes.</p> <p>M 3.2 Matches two identical shapes.</p> |
| <p>Twos</p> <p>17a. Matches one shape with the same shape</p> | <p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.2 Matches two identical shapes.</p> |
| <p>Preschool</p> <p>17a. Names a few basic two-dimensional shapes</p> | <p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.3 Identifies one to three two-dimensional shapes.</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p> |
| <p>Pre-K</p> <p>17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size</p> <p>17b. Describes basic two- and three-dimensional shapes</p> <p>17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on</p> | <p>M 3 Shapes: Identifies shapes and their characteristics</p> <p>M 3.4 Identifies four to six two-dimensional shapes.</p> <p>M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p> |
| Demonstrates understanding of positional words | |
| <p>Infant</p> <p>18a. Notices and responds to how objects, people or own body move through space</p> | <p>M 2a Spatial Awareness: Understands how objects move in space.</p> <p>M 2a.1 Tries to put one object inside another.</p> <p>M 2b Spatial Awareness: Determines object location</p> <p>M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p> |
| <p>Toddler</p> | <p>M 2a Spatial Awareness: Understands how objects move in space.</p> <p>M 2a.1 Tries to put one object inside another.</p> |

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| <p>18a. Follows directions that include gestures to place objects in, on, under, up or down</p> | <p>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> |
| <p>Twos 18a. Follows verbal directions to place or find objects in, on, under, up or down</p> | <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> |
| <p>Preschool 18a. Follows directions to place objects or body beside, between or next to</p> | <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> |
| <p>Pre-K 18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under</p> | <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 2b Spatial Awareness: Determines object location 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>Science and Engineering</p> | |

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| Investigates living things | |
| <p>Infant</p> <p>19a. Explores own body</p> <p>19b. Interacts with people (and other living things) in the immediate environment</p> <p>19c. Uses perceptual information to learn about the world</p> | <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet.</p> |
| <p>Toddler</p> <p>19a. Begins to recognize own body parts</p> <p>19b. Observes and explores familiar living things</p> <p>19c. Observes and explores the world around them using the five senses</p> | <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted.</p> |
| <p>Twos</p> <p>19a. Observes and begins to identify body parts in humans and other familiar animals</p> <p>19b. Explores and begins to identify basic characteristics of familiar living things</p> <p>19c. Explores and begins to identify how to use their senses to learn about the world around them</p> | <p>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.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted.</p> |
| <p>Preschool</p> <p>19a. Identifies and describes the external body parts of familiar animals (including humans) and plants</p> <p>19b. Observes and begins to describe how living things grow and change over time</p> <p>19c. Identifies basic needs of familiar plants and animals (including humans)</p> | <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> |

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| <p>Pre-K 19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable body parts</p> <p>19b. Uses observations and other sources of information to compare how different types of living things change over time</p> <p>19c. Observes familiar plants and animals (including humans) and describes what they need to survive</p> | <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>PD 4b Personal Care: Understands bodily functions 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>Investigates physical objects</p> | |
| <p>Infant 20a. Interacts with objects in the immediate environment</p> | <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment.</p> |
| <p>Toddler 20a. Observes and explores objects, including a variety of solids and liquids</p> <p>20b. Engages in purposeful actions to make objects move</p> <p>20c. Observes and explores objects, including a variety of sounds</p> <p>20d. Observes and explores objects, including sources of light</p> | <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> |
| <p>Twos 20a. Observes and begins to identify basic characteristics of liquids and solids</p> <p>20b. Experiments with objects to make them move and anticipates outcomes of actions</p> <p>20c. Observes and begins to identify characteristics of sound (e.g., volume, pitch)</p> | <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> |

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| 20d. Explores characteristics of light | |
| <p>Preschool</p> <p>20a. Explores, describes and compares the properties of liquids and solids found in children’s daily environment</p> <p>20b. Investigates and describes or demonstrates various ways that objects can move</p> <p>20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds</p> | <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p> |
| <p>Pre-K</p> <p>20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa</p> <p>20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)</p> <p>20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch</p> | <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.4 Explains how vehicles, animals and people move. SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p> |
| Investigates characteristics of Earth and space | |
| <p>Infant</p> <p>21a. Interacts with the immediate environment</p> | <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.1 Reacts to weather changes in immediate environment.</p> |
| <p>Toddler</p> <p>21a. Begins to notice objects in the sky</p> <p>21b. Observes and explores the local environment, including living things</p> <p>21c. Observes and explores local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and explores natural materials in the local outdoor environment (e.g., sand, water, snow)</p> | <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> |

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| <p>Twos</p> <p>21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars</p> <p>21b. Explores and begins to identify basic characteristics of familiar living things</p> <p>21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and begins to identify basic characteristics of natural resources in the local outdoor environment (e.g., trees, plants, bodies of water, animals)</p> | <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> |
| <p>Preschool</p> <p>21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars</p> <p>21b. Explores and begins to identify basic characteristics of familiar living things</p> <p>21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)</p> <p>21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs</p> <p>21e. Observes and begins to identify how people change the local environment</p> | <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> |
| <p>Pre-k</p> <p>21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars</p> <p>21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things</p> <p>21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally</p> | <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> |

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| <p>21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs</p> | |
| <p>Investigates engineering</p> | |
| <p>Infant 22a. Explores objects in the immediate environment</p> <p>22b. Communicates feelings and needs with facial expressions and behavior</p> | <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> |
| <p>Toddler 22a. Demonstrates curiosity and interest when observing and exploring objects</p> <p>22b. Communicates feelings about problems of interest (e.g., delight when solving a problem of interest or frustration when they cannot solve a problem of interest)</p> | <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> |
| <p>Twos 22a. Demonstrates curiosity and sustained interest in familiar, simple problems</p> | <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> |
| <p>Preschool 22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p>22b. Communicates an idea for solving a familiar, simple problem with words or nonverbal communication</p> | <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> |

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| <p>22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective</p> | <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> |
| <p>Pre-K 22a. Asks questions, makes observations and gathers information about familiar, simple problems</p> <p>22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication</p> <p>22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed</p> | <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> |
| <p>Social Studies</p> | |
| <p>Demonstrates understanding of self, family and a diverse community</p> | |
| <p>Infant 23a. Begins to recognize self and others</p> | <p>SS 1a Culture & Community: Identifies community and family roles SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media.</p> <p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> |
| <p>Toddler 23a. Begins to make connections and understands association with other people</p> | <p>SS 1a Culture & Community: Identifies community and family roles SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> |

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| | <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features, either in person or in pictures.</p> <p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> |
| <p>Twos 23a. Identifies some similarities and differences in physical characteristics of self and others</p> | <p>SS 1a Culture & Community: Identifies community and family roles SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures.</p> <p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> |
| <p>Preschool 23a. Recognizes members of a group such as the class or family</p> | <p>SS 1a Culture & Community: Identifies community and family roles SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> |

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| | <p>SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p> <p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> |
| <p>Pre-K 23a. Describes roles as a member of a group</p> | <p>SS 1a Culture & Community: Identifies community and family roles 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>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> |
| <p>Demonstrates an understanding of the relationship between people and the environments in which they live</p> | |

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| <p>Infant 24a. Recognizes familiar people in the environments</p> | <p>SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.</p> <p>SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment.</p> |
| <p>Toddler 24a. Begins to recognize self as separate from others</p> | <p>SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.</p> <p>SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p> |
| <p>Twos 24a. Responds to the needs of others</p> | <p>SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places.</p> <p>SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p> |
| <p>Preschool 24a. Recognizes the relationship of personal space to surroundings 24b. Identifies own environment and other locations</p> | <p>SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p>SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.</p> |
| <p>Pre-K 24a. Recognizes relationships between self and other people in the surroundings/environments 24b. Recognizes personal space, the relationship between self and the surroundings/environments</p> | <p>SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p> <p>SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p> |

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| Demonstrates an understanding of time as it relates to self, family and community | |
| <p>Infant</p> <p>25a. Begins to respond to routines/sequences of events/ experiences</p> <p>25b. Emerging</p> | <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.1 Focuses on interactions with others for a short time.</p> |
| <p>Toddler</p> <p>25a. Recognizes and responds to routines/sequences of events/experiences</p> <p>25b. Begins to respond to changes people/places/events</p> | <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.1 Focuses on interactions with others for a short time.</p> <p>SS 4.2 Indicates the beginning or ending of an event.</p> |
| <p>Twos</p> <p>25a. Begins to sequence events</p> <p>25b. Responds to changes in people/places/events in daily routines</p> | <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.2 Indicates the beginning or ending of an event.</p> |
| <p>Preschool</p> <p>25a. Recognizes sequence of events to establish a sense of order and time</p> <p>25b. Explores changes in people/places/events in daily routines/ sequences of events/experiences over time</p> | <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> |
| <p>Pre-K</p> <p>25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/ tomorrow, now/later) and the concepts of past/present/ future</p> <p>25b. Observes and recognizes changes that take place over time in the immediate environment</p> | <p>SS 4 History & Sense of Time: Develops sense of time</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> |
| The Arts | |
| Engages in music and movement activities | |
| <p>Infant</p> <p>26a. Emerging</p> | <p>CA 1a Music: Expresses through music</p> <p>CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1b Music: Develops rhythm</p> <p>CA 1b.1 Responds to rhythm.</p> <p>CA 1c Music: Develops tone</p> |

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| | <p>CA 1c.1 Responds to sounds.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways.</p> |
| <p>Toddler 26a. Responds to a variety of music types, including culturally and linguistically diverse music</p> | <p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p> |
| <p>Twos 26a. Responds to music and movement, including culturally and linguistically diverse music and movement activities</p> | <p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate.</p> |

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| | <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely. Sways or bounces to music.</p> |
| <p>Preschool 26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities</p> | <p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p> |
| <p>Pre-K 26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance</p> <p>26b. Uses instruments and voice to accompany or create music</p> <p>26c. Expresses ideas, feelings and experiences through music and movement</p> | <p>CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p>CA 1c Music: Develops tone</p> |

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| | <p>CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b Dance & Movement: Develops movement techniques 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> |
| Engages in drama activities | |
| <p>Infant 27a. Emerging</p> | <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.</p> |
| <p>Toddler 27a. Acts out familiar scenarios</p> | <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p> |
| <p>Twos 27a. Explores real or fantasy scenarios through pretend play</p> | <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.</p> |
| Preschool | CA 4a Drama: Participates in dramatic and symbolic play. |

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| <p>27a. Explores real or fantasy scenarios through pretend play</p> <p>27b. Uses imagination and creativity to express self through pretend play</p> | <p>CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> |
| <p>Pre-K</p> <p>27a. Participates in drama activities, responding to different imaginary characters and scenarios</p> <p>27b. Uses voice to create drama</p> <p>27c. Expresses ideas, feelings and experiences through dramatic expressions</p> | <p>CA 4a Drama: Participates in dramatic and symbolic play. 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>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p> |
| <p>Explores the visual arts</p> | |
| <p>Infant</p> <p>28a. Emerging</p> | <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p> |
| <p>Toddler</p> <p>28a. Combines a variety of materials to engage in the process of art</p> | <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p> |
| <p>Twos</p> <p>28a. Demonstrates an understanding of the basic elements of visual arts</p> | <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> |

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| | <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p> |
| <p>Preschool 28a. Knows and uses basic elements of visual arts 28b. Combines a variety of materials to engage in the process of art</p> | <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> |
| <p>Pre-K 28a. Participates in arts activities, responding to visual art forms 28b. Uses a variety of materials to create products 28c. Expresses experiences, ideas and feelings through visual arts</p> | <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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> |
| Social and Emotional Development | |
| Expresses a variety of feelings and learns to manage them | |
| <p>Infant 29a. Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort</p> | <p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p> |
| <p>Toddler 29a. Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies</p> | <p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p> |

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| | <p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> |
| <p>Twos 29a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self</p> | <p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> |
| <p>Preschool 29a. Uses strategies learned from adults to manage feelings; begins to label feelings</p> | <p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> |
| <p>Pre-K 29a. Uses socially acceptable ways of expressing thoughts and emotions 29b. Demonstrates confidence in meeting own needs</p> | <p>SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior 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>Recognizes the feelings and rights of others and responds appropriately</p> | |
| <p>Infant 30a. Reacts to others' expressions of feelings</p> | <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p> |
| <p>Toddler 30a. Acts in response to others' demonstration of feelings, often with support of trusted adult</p> | <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of</p> |

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| | <p>a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p> |
| <p>Twos 30a. Reacts constructively in response to other’s demonstration of feelings</p> | <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures.</p> |
| <p>Preschool 30a. Responds positively to others’ demonstration of feelings</p> | <p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> |
| <p>Pre-K 30a. Recognizes and labels the basic feelings of others</p> | <p>SED 3d Social relationships: Identifies and respects emotions of 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>Manages own behavior</p> | |
| <p>Infant 31a. Responds to changes in the immediate environment or adults’ voices and actions</p> | <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.1 Attends to others in immediate environment.</p> |
| <p>Toddler 31a. Seeks out special person or object to help manage behavior; wants to do things for self</p> | <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences</p> |

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| | <p>SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities.</p> |
| <p>Twos 31a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs</p> | <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.2 Participates in communal activities.</p> |
| <p>Preschool 31a. Follows classroom rules and routines (including new ones) with occasional reminders</p> | <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw</p> |

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| | <p>my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> |
| <p>Pre-K 31a. Follows limits and expectations</p> | <p>SED 2b Self-Regulation: Follows routines and transitions 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>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p> <p>SED 4b Problem-solving: Responsible decision-making 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>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> |
| <p>Develops positive relationships with adults</p> | |
| <p>Infant 32a. Recognizes, reacts positively to and seeks to remain with familiar adults</p> | <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> |
| <p>Toddler</p> | <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary</p> |

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| <p>32a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base</p> | <p>caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> |
| <p>Twos 32a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary</p> | <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> |
| <p>Preschool 32a. Engages with trusted adults for information and socializing; manages separations</p> | <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> |
| <p>Pre-K 32a. Engages in positive interactions with adults to share ideas and plan activities</p> | <p>SED 3a Social relationships: Develops relationships with adults. 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>Engages and plays with peers</p> | |
| <p>Infant 33a. Watches and attempts to engage other children socially</p> | <p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.</p> |
| <p>Toddler 33a. Plays near another child, briefly engaging socially</p> | <p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.</p> |
| <p>Twos 33a. Interacts with children who are engaged with similar materials and activities</p> | <p>SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers.</p> |

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| | <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.</p> |
| <p>Preschool 33a. Uses successful strategies to initiate or join an activity with several children</p> | <p>SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> |
| <p>Pre-K 33a. Sustains play with a few other children</p> | <p>SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interactions as friends.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.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>Resolves conflicts with others</p> | |
| <p>Infant 34a. Emerging</p> | <p>SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p> |
| <p>Toddler 34a. Reacts by expressing feelings about situations where there is conflict</p> | <p>SED 4a Problem-Solving: Solves problems 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>Twos 34a. Seeks adults' help to solve social problems</p> | <p>SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to</p> |

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| | solve a problem. |
| Preschool 34a. Asks adults for help and sometimes suggests ways to solve social problems | SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. |
| Pre-K 34a. Suggests ways to resolve social conflicts | SED 4a Problem-Solving: Solves problems 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. |
| Physical Development, Health and Safety | |
| Demonstrates strength and coordination of large muscles | |
| Infant 35a. Uses arms, legs and whole body to move | PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. |
| Toddler 35a. Moves in a variety of ways and directions | PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. |
| Twos 35a. Attempts new large muscle activities that require coordination and balance | PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. |
| Preschool 35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion | PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. |
| Pre-K 35a. Demonstrates locomotor skills by running smoothly | PD 1 Gross Motor: Builds strength, coordination and balance of |

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| | <p>large muscles</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> |
| Demonstrates strength and coordination of small muscles | |
| <p>Infant</p> <p>36a. Uses whole hand and fingers (all together, raking and then using thumb and index finger) to touch, hold and pick up objects</p> | <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> |
| <p>Toddler</p> <p>36a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects</p> | <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> |
| <p>Twos</p> <p>36a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects</p> | <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> |
| <p>Preschool</p> <p>36a. Uses finger and hand movements to work with small objects and accomplish tasks</p> | <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> |
| <p>Pre-K</p> <p>36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects</p> | <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> |
| Demonstrates behaviors that promote health and safety | |

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| <p>Infant</p> <p>37a. Becomes familiar with routines of health and safety practices, while relying on adults to provide a safe environment</p> <p>37b. Begins to participate in meeting own needs</p> <p>37c. Emerging</p> <p>37d. Emerging</p> | <p>PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met.</p> |
| <p>Toddler</p> <p>37a. Shows increasing awareness of health and safety practices through imitation and participation</p> <p>37b. Attempts basic feeding, dressing and hygiene tasks</p> <p>37c. Emerging</p> <p>37d. Emerging</p> | <p>PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> |
| <p>Twos</p> <p>37a. Shows increasing understanding by beginning to initiate health and safety practices</p> <p>37b. Performs some simple feeding, dressing and hygiene tasks</p> <p>37c. Engages in developmentally appropriate, safe touching behaviors with adults and other children</p> <p>37d. Identifies adults that are trusted persons and communicates need for help through language or physical articulation</p> | <p>PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> |
| <p>Preschool</p> <p>37a. Follows familiar health and safety rules with occasional reminders</p> <p>37b. Performs basic self-help tasks with assistance</p> <p>37c. Recognizes physical boundaries between their own bodies and others' bodies</p> | <p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and</p> |

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| 37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises | implements with adult support. |
| <p>Pre-K</p> <p>37a. Describes basic health and safety rules and follows them</p> <p>37b. Performs self-help tasks with minimal assistance</p> <p>37c. Practices consent with respect to physical boundaries</p> <p>37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety</p> | <p>PD 3 Safety: Demonstrates safe practices 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>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing 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> |
| Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image | |
| <p>Infant</p> <p>38a. Displays hunger and fullness signals consistent with responsive feeding practices</p> | <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.</p> |
| <p>Toddler</p> <p>38a. Participates in basic feeding and mealtimes in order to continue developing their own hunger and fullness signals, gain neutral exposure to a variety of foods and develop personal food preferences</p> | <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> |
| <p>Twos</p> <p>38a. Continues to develop eating competence where they are learning positive eating behaviors and mastering their ability to self regulate food intake</p> | <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> |
| <p>Preschool</p> <p>38a. Begins to independently engage in mindful eating practices</p> | <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> |
| Pre-K 38a. Demonstrates positive eating behaviors | <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> |

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| | PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. |
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Developmental Continuum of Skills

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

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

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

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

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