



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**California Desired Results
Developmental Profile (DRDP)**





The Experience Developmental Continuum of Skills

This document details the alignment of the **California Desired Results Developmental Profile (DRDP)**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

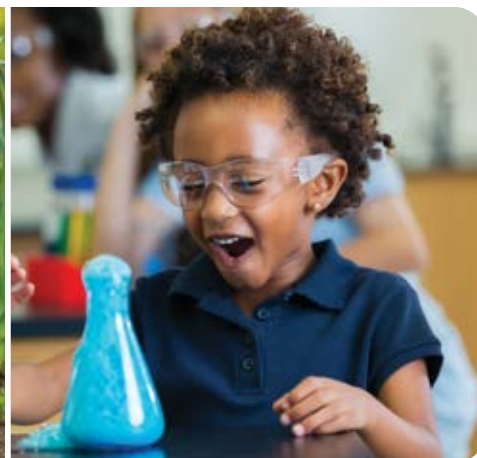
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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 (ATL)	
ATL 1: Engagement, Attention, and Persistence	
Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities	
Responding <i>Earlier</i> Orients to people, objects, or changes in the environment <i>Later</i> Engages in explorations of people or objects for brief periods	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. 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.
Exploring <i>Earlier</i> Engages in simple self-initiated activities, sometimes with adult support <i>Later</i> Engages in and returns to self-initiated activities after a brief interruption	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 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.
Building <i>Earlier</i> Engages in self-initiated activities for extended periods of time <i>Middle</i> Engages in group learning activities with adult guidance	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. ATL 1b Attention & Persistence: Persists

<i>Later</i> Manages distractions or challenges with adult support during group learning activities	ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Integrating <i>Earlier</i> Manages distractions or challenges on own during group learning activities <i>Middle</i> Engages in complex adult-selected group learning activities with multiple components <i>Later</i> Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions. ATL 1a.7 Sustains focus for at least thirty minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently. ATL 1b.7 With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.
Extending <i>Earlier</i> Engages in, on own, structured learning and returns to complex adult-selected activities that span several time periods <i>Middle</i> Engages in, with adult support, complex, structured learning activities while incorporating new information or adjusting approaches <i>Later</i> Engages in, usually on own, complex, structured learning activities while incorporating new information or adjusting approaches, spanning several time periods	ATL 1a Attention & Persistence: Attends ATL 1a.7 Sustains focus for at least thirty minutes, even if there are distractions. ATL 1a.8 Plans steps to pursue an idea and implements it with persistence independently. ATL 1b Attention & Persistence: Persists ATL 1b.7 With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence. ATL 1b.8 Sustains focus for forty-five minutes, even if there are distractions.
ATL 2: Curiosity, Interest, and Initiative	
Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding	

Responding <i>Earlier</i> Orients toward movement or changes in people, objects, or sounds <i>Later</i> Shows interest in new or unexpected characteristics or actions of people or objects	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. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. 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 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.
Exploring <i>Earlier</i> Explores objects and notices and responds to interactions with people <i>Later</i> Explores new ways to use familiar objects outside of their intended use	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.3 Watches others play and plays side by side with another person. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.

	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.
Building <i>Earlier</i> Explores self-selected ideas, objects, or events by manipulating, or asking simple “what” or “where” questions <i>Middle</i> Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed “why” or “how” questions, often with adult prompting <i>Later</i> Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support	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. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.
Integrating <i>Earlier</i> Tries out and builds on new ideas or approaches introduced by adults to extend explorations <i>Middle</i> Tests how things or materials react under different conditions by modifying actions or approaches	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. ATL 2a.8 Demonstrates ability to fluently shift approaches within complex tasks independently.

<i>Later</i> Seeks purposefully to understand new information by making connections to information they know well	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
Extending <i>Earlier</i> Explores new topics or ideas by making comparisons between different approaches or conditions <i>Middle</i> Explores new topics or ideas by identifying multiple alternative outcomes or reasons, sometimes testing them out <i>Later</i> Communicates about abstract ideas or asks open-ended questions without clear answers	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.7 Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support. SCI 1a.8 Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.7 Experiments with familiar and unfamiliar tools or technology to achieve a variety of results. SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.
ATL 3: Problem-Solving	
Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities	
Responding	ATL 2a Flexibility & Play: Shows flexibility

<i>Earlier</i> Orients toward people, sounds, or objects <i>Later</i> Explores doing things with people or objects and attends to what happens	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. 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.
Exploring <i>Earlier</i> Tries different ways to do things using people or objects when encountering problems <i>Later</i> Uses effective strategies, suggested by others or observed, to solve problems	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. 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.
Building <i>Earlier</i> Comes up with strategies to solve everyday problems, with adult support <i>Middle</i> Identifies different aspects of everyday problems and comes up with strategies to try to solve them <i>Later</i> Pauses and examines everyday problems before trying out one or more targeted strategies to solve them	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. 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. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
Integrating <i>Earlier</i> Examines novel or complex problems and seeks help to come up with strategies to solve them <i>Middle</i> Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support <i>Later</i> Uses a variety of strategies to solve novel or complex problems on own	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. SED 4a Problem-Solving: Solves problems SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
Extending <i>Earlier</i> Identifies some potential novel or complex problems and takes steps to proactively solve them <i>Middle</i> Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support <i>Later</i> Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. ATL 2a.8 Demonstrates ability to fluently shift approaches within complex tasks independently. SED 4a Problem-Solving: Solves problems SED 4a.7 Explains the sequence of their problem solving strategy. SED 4a.8 Solves problems by connecting personal experiences to possible solutions.
ATL 4: Planning	
Child develops increasing ability to set and carry out goals and plans related to learning activities	
Responding <i>Earlier</i> N/A	

<i>Later</i> N/A	
Exploring <i>Earlier</i> N/A <i>Later</i> Participates in familiar routines and activities	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. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Building <i>Earlier</i> Carries out the next two steps of familiar learning activities <i>Middle</i> Carries out the next one or two steps of new learning activities <i>Later</i> Makes and carries out a one or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 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.

Integrating <i>Earlier</i> Makes and carries out a one- or two step plan using familiar strategies for new learning activities, sometimes with adult support <i>Middle</i> Makes and carries out a multi-step plan for new learning activities on own or with peers <i>Later</i> Extends a multi-step plan beyond the initial goal on own or with peers	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. SED 1c.6 Revisits a familiar task or activity with a different approach. SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.
Extending <i>Earlier</i> Sets a short-term goal (i.e., within one to two days) and makes and carries out a multi-step plan on own or with peers to achieve it <i>Middle</i> Sets a longer-term goal (i.e., within a week) and makes and carries out a multi-step plan on own or with peers to achieve it, with adult support <i>Later</i> Reviews and reflects on the success of plans to achieve goals	SED 1c Self-Awareness: Completes tasks independently SED 1c.7 Revisits and plans a familiar task and describes ways to improve results. SED 1c.8 Anticipates performance of self and peers on activities. Explains and plans necessary improvements.
Social and Emotional Development (SED)	
SED 1: Self-Awareness	
Child shows increasing awareness of own identity and preferences as distinct from and in relation to others	
Responding <i>Earlier</i> Responds to others <i>Later</i> Uses senses and movement to explore self and others	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 1b Self-Awareness: Expresses needs and preferences

	SED 1b.1 Vocalizes or moves to express wants and needs.
Exploring <i>Earlier</i> Responds to their own name or nickname <i>Later</i> Communicates own needs and wants	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.
Building <i>Earlier</i> Expresses simple ideas about self and connection to others <i>Middle</i> Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing) <i>Later</i> Describes several of own preferences	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self. 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.
Integrating <i>Earlier</i> Compares own preferences, feelings, or cultural practices to those of others <i>Middle</i> Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., “I’m shy at school”) <i>Later</i> Identifies strengths and weaknesses by comparing self with others	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one’s needs or personal preferences.
Extending <i>Earlier</i> Demonstrates one of the following: (1) Identifies what they know and don’t know and seeks help when needed	SED 1a Self-Awareness: Knows self and expresses confidence. SED 1a.7 Apply strengths to accomplish a task and exhibits pride in personal accomplishments.

(2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect <i>Middle</i> Demonstrates two of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect <i>Later</i> Demonstrates all three of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect	SED 1a.8 Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.7 Understands others might have different needs and preferences than self. SED 1b.8 Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
SED 2: Social Awareness	
Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics	
Responding <i>Earlier</i> Responds to faces, voices, or actions of other people <i>Later</i> Anticipates what familiar people will do in repeated experiences such as care routines	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.
Exploring <i>Earlier</i> Shares a common focus with another person <i>Later</i> Acts in response to what they think another person wants	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

Building <i>Earlier</i> Communicates about others' feelings, behaviors, or preferences <i>Middle</i> Communicates that others' behaviors are related to their thoughts or feelings <i>Later</i> Communicates that others' behaviors are related to their consistent preferences or past experiences	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.
Integrating <i>Earlier</i> Acknowledges that the thoughts or feelings of others can be different from child's own <i>Middle</i> Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel <i>Later</i> Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.
Extending <i>Earlier</i> Demonstrates one of the following: (1) Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another <i>Middle</i> Demonstrates two of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.7 Seeks to understand and support others' feelings. SED 3d.8 Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.

environments or in how people treat one another <i>Later</i> Demonstrates all three of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another	
SED 3: Relationships and Reciprocal Interactions with Familiar Adults	
Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults	
Responding <i>Earlier</i> Responds to faces, voices, or actions of people nearby <i>Later</i> Shows interest in familiar adults	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Exploring <i>Earlier</i> Shows a preference for interacting with familiar adults over unfamiliar adults <i>Later</i> Participates in familiar routines and activities with familiar adults	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
Building <i>Earlier</i> Interacts for extended periods with familiar adults in a variety of situations <i>Middle</i> Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.

<i>Later</i> Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term	
Integrating <i>Earlier</i> Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities <i>Middle</i> Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own <i>Later</i> Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own	SED 3a Social relationships: Develops relationships with adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Extending <i>Earlier</i> Demonstrates one of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own <i>Middle</i> Demonstrates two of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own <i>Later</i> Demonstrates all three of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives	SED 3a Social relationships: Develops relationships with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help. SED 3a.7 Describes characteristics of trusted adults and seeks help when needed. SED 3a.8 Describes how trusted adults can provide support in various settings and how to build positive relationships.

(2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own	
SED 4: Relationships and Interactions with Peers	
Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions	
Responding <i>Earlier</i> Shows awareness of other people, including children <i>Later</i> Shows interest in nearby children	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
Exploring <i>Earlier</i> Indicates interest in being near peers and orients own activity to a peer's activity <i>Later</i> Engages with peers in brief back-and-forth of objects, actions, or words	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. 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. ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement.

	ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Building <i>Earlier</i> Plays together with various peers for brief amounts of time, when initiated or supported by an adult <i>Middle</i> Initiates or joins cooperative play with peers or preferred peers <i>Later</i> Maintains cooperative play with peers or preferred peers for extended amounts of time	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 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. 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.

Integrating*Earlier*

Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles

Middle

Chooses preferred peers or peers to play or work with and compromises with them to achieve goals

Later

Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them

SED 3b Social relationships: Develops relationships with peers

SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.

SED 3b.6 Describes personal friendships and meaningful relationships.

SED 3c Social relationships: Participates cooperatively in groups

SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.

SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.

ATL 2b Flexibility & Play: Engages in 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.

ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.

Extending <i>Earlier</i> Demonstrates one of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers <i>Middle</i> Demonstrates two of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers <i>Later</i> Demonstrates all of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers	SED 3b Social relationships: Develops relationships with peers SED 3b.7 Describes characteristics of positive friendships and how to build positive relationships. SED 3b.8 Describes different types of relationships. Takes care of self, others and considers the needs of others. SED 3c Social relationships: Participates cooperatively in groups SED 3c.7 Fulfills personal roles and responsibilities when working in a group. SED 3c.8 Begin to use active listening and inclusion of other's ideas to support collaboration in a group setting. ATL 2b Flexibility & Play: Engages in play ATL 2b.7 With adult support, plays games or activities with complex rules. ATL 2b. Plays games or activities with others that have complex rules. May create own rules to games.
SED 5: Emotional Knowledge and Regulation	
Child develops an increasing ability to identify and process emotions	
Responding <i>Earlier</i> Calms in response to care from a familiar adult <i>Later</i> Orients to a familiar adult when distressed and responds when comforted by them	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
Exploring <i>Earlier</i> Shows preference for certain familiar adults for comfort and care <i>Later</i> Comforts self or seeks comfort from familiar adults	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. 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.
Building <i>Earlier</i> Seeks out familiar adults for support when experiencing an emotion <i>Middle</i> Recognizes basic emotions (e.g., happy, mad) in self <i>Later</i> Makes connections for reasons behind basic emotions, sometimes with adult support	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 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.
Integrating <i>Earlier</i> Uses a few strategies to process their emotions, sometimes with adult support <i>Middle</i> Makes connections between some of their emotional experiences and sensory experiences <i>Later</i> Uses numerous or varied strategies to process their emotions in different situations	SED 1d Self-Awareness: Identifies emotions SED 1d.5 Recognizes that feelings can change. SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adults. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Extending <i>Earlier</i> Demonstrates one of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions <i>Middle</i> Demonstrates two of the following:	SED 1d Self-Awareness: Identifies emotions SED 1d.7 Identifies past, current and future feelings and explains when they might experience different feelings. SED 1d.8 Anticipates an emotional response that may result from a given situation. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.

(1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions <i>Later</i> Demonstrates all three of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions	SED 2a.7 Describes strategies to calm oneself in new or stressful situations. SED 2a.8 Applies strategies for managing own emotions and behaviors.
Foundational Language Development (FLD)	
FLD 1: Understanding Language (Receptive)	
Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)	
Responding <i>Earlier</i> Responds to sounds or sights nearby in the environment <i>Later</i> Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.
Exploring <i>Earlier</i> Shows understanding that communication with gestures, words, or signs carries meaning <i>Middle</i> Shows understanding of a variety of single words in their environment <i>Later</i> Shows understanding of frequently used simple phrases or sentences, in the present	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.

Building <i>Earlier</i> Shows understanding of phrases or sentences, including those referring to the past or future <i>Middle</i> Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities) <i>Later</i> Shows understanding of language, which refers to abstract concepts, including imaginary events	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. LLD 1a.5 Listens and understands inferred requests.
Integrating <i>Earlier</i> Shows understanding of a variety of statements that explain how or why things happen <i>Middle</i> Shows understanding of a variety of statements that explain how, why, or the order in which things happen <i>Later</i> Shows understanding of a variety of verbs that differ in manner (e.g., “look,” “peek,” “glare”) and adjectives that differ in intensity (e.g., “large,” “gigantic”)	LLD 1a Listening: Understands and interprets language LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1a.7 Shows understanding about key details from information or stories shared verbally. LLD 1a.8 Listens to gather new information and demonstrates understanding.
FLD 2: Using Language (Expressive)	
Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)	
Responding <i>Earlier</i> Makes sounds or moves hands spontaneously	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.

<i>Later</i> Makes sounds, gestures, or facial expressions with intention	LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
Exploring <i>Earlier</i> Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate <i>Middle</i> Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate <i>Later</i> Combines two words, signs, a word and a sign, or symbols to communicate simple ideas	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences. 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.
Building <i>Earlier</i> Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate <i>Middle</i> Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs) <i>Later</i> Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.

	LLD 2c.5 Communicates in simple, complete sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Integrating <i>Earlier</i> Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols <i>Middle</i> Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols <i>Later</i> Uses most of the grammar of adultlike language, using words, signs, words and signs together, or symbols	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics. LLD 2a.8 Uses expression, tone and pacing to reinforce the meaning of what they are communicating. LLD 2c Communication: Uses sentence structure LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. LLD 2c.8 Use common irregular plural nouns and conjugated verbs. LLD 2d Communication: Uses and expands vocabulary LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word. LLD 2d.8 Explain the difference between closely related words and use multiple strategies to determine and learn the meaning of unfamiliar words.

FLD 3: Shared Communication and Conversation	
Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication	
Responding <i>Earlier</i> Responds to others <i>Later</i> Pays attention when an adult communicates to them	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
Exploring <i>Earlier</i> Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze <i>Middle</i> Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions <i>Later</i> Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.
Building <i>Earlier</i> Engages in brief conversations on topic for several turns, sharing opinions and thoughts <i>Middle</i> Engages in conversations, building on the other person's ideas <i>Later</i> Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed	LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
Integrating <i>Earlier</i> Expands on ideas of others during conversations by adding detail,	LLD 2b Communication: Uses conversational skills

making predictions, or offering possible solutions <i>Middle</i> Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others <i>Later</i> Displays appropriate turn-taking and social conventions of conversation	LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation. LLD 2b.8 Asks for clarification about information or topics that occur during a conversation.
FLD 4: Foundational Literacy Skills	
Child shows increasing ability to manipulate and combine components of language related to early literacy: • phonological awareness for children learning to communicate using spoken language; • location, handshapes, and movement for children learning to communicate using sign language; and • recognition, combination, and use in set phrases for children learning to communicate using Augmentative and Alternative Communication (AAC) symbols	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> N/A <i>Middle</i> Demonstrates awareness of variations in sounds or Attends, when prompted, to hands or a person who is signing or Participates in cause and effect play <i>Later</i> Engages in play with syllables or sounds in words or rhymes	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. 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.

or Produces familiar fingerspelled words as signs or Explores devices or symbols	LLD 3c.3 Engages in word and sound play through songs and games.
Building <i>Earlier</i> Engages in familiar rhymes or songs or Plays with how signs are produced or Points to familiar symbols following modeling from an adult <i>Middle</i> Demonstrates understanding of the syllables in words with two or more syllables or Recognizes the phonological features of signs (e.g., handshape, location, and movement) or Points to a few core words that are introduced and reinforced by an adult <i>Later</i> Isolates and pronounces the first sound of a word, with support of pictures or objects or Produces signs that have specific phonological features of signs or Isolates the first sound of a spoken word, with support of pictures or objects	LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. 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.
Integrating <i>Earlier</i> Blends onset and rimes into words in speech, with adult support or Segments signs to modify the meaning or Demonstrates understanding of how language is organized on AAC	LLD 3a Phonological Awareness: Rhyme LLD 3a.6 Rhymes with real and nonsensical words. LLD 3a.7 Independently identifies and repeats rhyming word pairs from a poem or song. LLD 3a.8 Create an original rhyming song or poem.

device to access non-core words <i>Middle</i> Segments onset and rime of single syllable spoken words in English, or segments each syllable of two syllable words in Spanish or Segments a sentence into isolated signs or Segments a sentence composed of AAC symbols or print into its core units of meaning <i>Later</i> Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish or Demonstrates understanding that the same idea can be communicated in different ways or Segments spoken single-syllable words into their complete sequence of individual sounds	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. LLD 3b.6 Deletes large units of sound. LLD 3b.7 Substitutes large units of sound. LLD 3b.8 Manipulate, blend, substitute and delete large units of sound. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel- consonant) words. LLD 3c.7 Segments phonemes in words. LLD 3c.8 Substitute and delete phonemes in words.
FLD 5: Alphabetics and Print Knowledge	
Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> N/A <i>Middle</i> Follows along briefly when an adult names pictures or objects in a book	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 5 Concepts of Print: Uses print concepts and explores

<i>Later</i> Demonstrates awareness that pictures or objects can represent people or things	books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Building <i>Earlier</i> Distinguishes letters, signs, or characters (e.g., 山 with a picture of a mountain next to it) from other symbols or pictures <i>Middle</i> Identifies some (3–10) letters by name in an alphabetic language or Identifies some characters (e.g., 山; 火) by meaning <i>Later</i> Identifies about half of letters (11-15) by name in an alphabetic language and Identifies own name in print	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Integrating <i>Earlier</i> Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language and Identifies a few familiar printed words <i>Middle</i> For all children: Identifies the sounds or handshapes of all letters in an alphabetic language and demonstrates one of the following: <u>For children who use a spoken language:</u> Decodes regularly spelled	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. LLD 4.7 Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity. LLD 4.8 Applies phonics strategies and word analysis skills to decode words, such as irregular high frequency and unfamiliar words with increasing automaticity.

one-syllable words in English or two-syllable words in Spanish or <u>For children who do not use a spoken language:</u> Identifies a growing variety of printed words <i>Later</i> <u>For children who use a spoken language:</u> Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences or <u>For children who do not use a spoken language:</u> Shows understanding of frequently used simple phrases or sentences in written English	
FLD 6: Writing	
Child shows increasing ability to write using marks, scribbles, drawings, letters, characters, or words to represent meaning	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> N/A <i>Middle</i> Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials <i>Later</i> Makes scribble lines or imitates simple shapes on paper or other surfaces	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles and draws marks as a representation of an object or person.
Building	LLD 7a Writing: Emergent writing

<i>Earlier</i> Describes their own drawings or scribbles <i>Middle</i> Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling <i>Later</i> Writes letters or characters that are familiar or are personally meaningful	LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
Integrating <i>Earlier</i> Writes own name or other meaningful words using increasingly more recognizable letters or characters <i>Middle</i> Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew <i>Later</i> Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event	LLD 7a Writing: Emergent writing LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy. LLD 7a.7 Writes simple sentences. Begins to use conventional spelling. LLD 7a.8 Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling. LLD 7b Writing: Uses writing to represent meaning LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7b.7 Writes to give information about a topic, including some facts. Provides a concluding statement. LLD 7b.8 Writes ideas or groups information in logical order. Uses descriptive words in writing.
English Language Development (ELD)	
ELD 1: Comprehension of English (Receptive English)	
Child shows increasing progress toward fluency in understanding spoken English	
<i>Discovering Language</i> Shows understanding that gestures, words, or phrases in any language	SLA 1 Second Language Acquisition: Approach to second language acquisition

are used to communicate (may show little understanding of English)	SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Discovering English</i> Attends to and participates in routines conducted in English and Shows understanding of a few common English words or phrases in familiar contexts or routines	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Exploring English</i> Participates in activities conducted in English and Shows understanding of the meaning of some individually-directed context-based communication in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language

<i>Developing English</i> Shows understanding of commonly used English words or phrases during interactions communicated in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Building English</i> Shows understanding of the meaning of conversations or ideas communicated in English and Shows understanding of some infrequently used English words	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Integrating English</i> Shows understanding of most information and concepts communicated in English for both instructional and social purposes	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language

ELD 2: Self-Expression in English (Expressive English)	
Child shows increasing progress toward fluency in using spoken English to communicate	
<i>Discovering Language</i> Uses gestures, words, or phrases to communicate in any language	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Discovering English</i> Uses a few common English words or phrases in familiar contexts or routines	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Exploring English</i> Uses a variety of single words or a few short, memorized sequences of words in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language

	SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Developing English</i> Uses common phrases or short sentences (i.e., three to four words) with common nouns and verbs in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Building English</i> Uses complete sentences in English with common connecting or essential words (e.g., “the,” “and,” “so,” “a”) and modifiers (i.e., adjectives, adverbs) in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Integrating English</i> Uses complex sentences (i.e., more than one clause) in English to communicate about a variety of social and instructional concepts and topics	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language

	SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
ELD 3: Understanding and Responding to English Literacy Activities	
Child shows increasing progress in comprehending literacy activities presented in spoken English (e.g., books, stories, songs, and poems)	
<i>Discovering Language</i> Attends to a familiar adult looking at books, singing or signing songs, or saying rhymes in any language	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Discovering English</i> Participates in literacy activities conducted in spoken English (e.g., books, singing songs, or saying rhymes)	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language

<i>Exploring English</i> Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Developing English</i> Communicates understanding about some events or actions in a book, story, song, or poem that is told, read, or sung in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
<i>Building English</i> Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language

<i>Integrating English</i> Communicates understanding of the content of a book, story, song, or poem using complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause)	SLA 1 Second Language Acquisition: Approach to second language acquisition SLA 1a Participates using target language SLA 1b Demonstrates initiative with target language SLA 1c Demonstrates use of varied vocabulary in target language SLA 2 Second Language Acquisition: Comprehension of second language SLA 2a Demonstrates comprehension of target language SLA 2b Demonstrates use of words and sentence structure of target language
Math	
MATH 1: Spatial Thinking	
Child shows increasing understanding of objects in relation to each other and how objects move in space	
Responding <i>Earlier</i> Responds physically to experiences in their immediate environment <i>Later</i> Explores, responds to, and acts on objects, people, or own body movements through space	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.
Exploring <i>Earlier</i> Explores the relationship between self and objects or people in space <i>Later</i> Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Building	M 2a Spatial Awareness: Understands how objects move in

<i>Earlier</i> Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together <i>Middle</i> Demonstrates understanding of objects in relation to each other or their own body <i>Later</i> Demonstrates understanding of objects in relation to multiple spatial cues	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. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Integrating <i>Earlier</i> Demonstrates understanding of how an object moves in space (i.e., how objects move, rotate, turn, flip, or slide to move to a new place) <i>Middle</i> Demonstrates understanding about how objects can be moved and combined with other objects to create a new object that they specify in advance <i>Later</i> Creates a two-dimensional or three-dimensional representation of the patterns or relationships between objects	M 2a Spatial Awareness: Understands how objects move in space. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. M 2a.7 Creates complex pictures or objects by putting together or taking apart shapes. M 2a.8 Determine when shapes have been slid, turned or flipped and describe the translation. M 2b Spatial Awareness: Determines object location M 2b.6 Makes simple maps or models to represent the location of objects. M 2b.7 Gives and follows positional instructions to find objects. M 2b.8 Use representations, coordinate systems and map to identify locations of objects or place.
MATH 2: Classification	

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use	
Responding <i>Earlier</i> Attends to people, objects, or events <i>Later</i> Interacts differently with familiar people and objects than with unfamiliar people and objects	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
Exploring <i>Earlier</i> Associates a person or object with another person or object, based on a similarity or relationship between them <i>Later</i> Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them	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.
Building <i>Earlier</i> Sorts objects into two groups based on one attribute, but not always accurately <i>Middle</i> Sorts objects accurately into more than two groups based on one attribute <i>Later</i> Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute	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.
Integrating <i>Earlier</i> Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute <i>Middle</i>	M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. M 6.7 Gathers, represents and answers questions about objects or data in three categories.

Sorts objects into categories by attributes that are not immediately observable (i.e., other than size, color, and shape) and describes the resulting categorical groups <i>Later</i> Sorts objects to gather and organize information, compares the groups of objects, and interprets the information	M 6.8 Gather, represent and answer questions about objects or data in four categories.
MATH 3: Number and Counting	
Child shows developing understanding of number and quantity	
Responding <i>Earlier</i> Notices people or objects nearby in the environment <i>Later</i> Explores one object at a time	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.
Exploring <i>Earlier</i> Attends to quantity in different situations <i>Later</i> Uses number words, signs, or gestures to communicate about small quantities	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 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.

Building <i>Earlier</i> Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality <i>Middle</i> Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality <i>Later</i> Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty. M 1b Number Sense: Identifies and writes numerals M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.
Integrating <i>Earlier</i> Demonstrates all three of the following with quantities more than 20: (1) correctly uses the number sequence, with no more than two to three errors (2) uses one-to-one correspondence (3) uses cardinality <i>Middle</i> Demonstrates understanding that numbers up to 100 are composed of tens and additional ones <i>Later</i> Decomposes numbers greater than 20 into different combinations of ones, fives, and 10's	M 1a Number Sense: Verbally counts numbers M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from any given number. M1a.7 Verbally count in sequence to 120 from a given number. M1a.8 Verbally count by fives, tens and hundreds to 1000. M 1b Number Sense: Identifies and writes numerals M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty. M 1b.7 Identifies numerals to 100 and understands place value for two-to three-digit numbers. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.6 Understand that a whole number is greater than its parts and identify the number combinations that add up to five with prompting. M 1c.7 Identify the number combinations that add up to five.

	M 1c.8 Decompose numbers less than or equal to ten in more than one way.
MATH 4: Number Operations	
Child shows increasing ability to add and subtract small quantities of objects	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> Demonstrates awareness of changes in quantity <i>Later</i> Recognizes that single objects can be put together in groups of two	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.
Building <i>Earlier</i> Demonstrates understanding of quantities up to five <i>Middle</i> Adds to or subtracts (takes away) from quantities in familiar contexts, without determining the total quantity <i>Later</i> Solves addition and subtraction problems up to five in familiar contexts	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.
Integrating <i>Earlier</i> Solves addition and subtraction problems up to 10 in familiar contexts <i>Middle</i> Decomposes (breaks apart) a quantity up to 20 in more than one way	M 1e Number Sense: Addition and subtraction M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten. M1e.7 Use addition and subtraction strategies to solve problems with totals up to twenty.

<i>Later</i> Solves addition and subtraction problems up to 20	M1e.8 Solve for the unknown in one- and two-step addition or subtraction word problems and explain problem-solving strategies.
MATH 5: Measurement	
Child shows increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> Explores measurable properties of objects (e.g., size, length, weight, capacity) <i>Later</i> Demonstrates awareness of the dimension of size as relevant to completing a task	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. 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.
Building <i>Earlier</i> Describes objects in terms of measurable properties <i>Middle</i> Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) <i>Later</i> Orders three or more objects according to measurable properties	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.

	M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
Integrating <i>Earlier</i> Measures properties using nonstandard or standard units though units may overlap or have gaps <i>Middle</i> Compares two objects with a measurable property in common to see which object has “more of” or “less of” the property, and describes the difference <i>Later</i> Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)	M 4a Measurement: Measures and estimates M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time. M 4b.7 Compares objects by using a measuring tool, then orders. M 1d Number Sense: Number quantities and comparison M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller. M 1d.6 Create and count groups of up to ten objects and identify which group has more, less or if they are equal. M 1d.7 Use the concept of a number line to compare which numbers are closer to each other. M 1d.8 Use place value to compare numbers.
Science (SCI)	
SCI 1: Cause and Effect	
Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events	
Responding <i>Earlier</i> Responds or shows anticipatory excitement to people, objects, or actions <i>Later</i> Repeats the same action with the same objects or people that produced an effect	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.

Exploring <i>Earlier</i> Repeats the same action with different objects or people <i>Later</i> Explores possible causes of actions or events	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Building <i>Earlier</i> Acts on objects based on their features <i>Middle</i> Shows anticipation of effects of actions or events <i>Later</i> Offers possible explanations for why certain actions or behaviors result in specific effects	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. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
Integrating <i>Earlier</i> Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results <i>Middle</i> Shows understanding that effects may arise from causes that are not easily perceived <i>Later</i> Applies understanding of cause-and-effect relationships to plan investigations and draw conclusions about causes of observable events	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SCI 1b.7 Records findings in charts or diagrams and explains one's problem-solving strategy. SCI 1b.8 Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
SCI 2: Inquiry Through Observation and Investigation	
Child develops increasing ability to carry out observations, explorations, and investigations in the environment	
Responding <i>Earlier</i> Responds to people, things, or sounds	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

<i>Later</i> Shows interest in people or things in the environment	
Exploring <i>Earlier</i> Attends to responses of objects or people that result from own actions <i>Later</i> Engages in simple, purposeful explorations of familiar objects in the environment	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Building <i>Earlier</i> Engages in extended explorations of objects and events in the environment <i>Middle</i> Makes simple predictions about objects and events of interest in the environment <i>Later</i> Carries out an exploration or investigation to check predictions and test out solutions	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Integrating <i>Earlier</i> Identifies information, gathered from an exploration or investigation, that is relevant to answering questions <i>Middle</i> Generates new questions based on information gathered and findings of explorations or investigations <i>Later</i> Plans and carries out systematic explorations or investigations to collect data that will provide evidence relevant to specific questions	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 1a.7 Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support. SCI 1a.8 Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
SCI 3: Documentation and Communication of Inquiry	
Child develops increasing capacity to describe, record, and communicate	

about their observations and investigations	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> Identifies objects or actions in the environment <i>Later</i> Communicates about characteristics (e.g., color, size, texture) of an object or action	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
Building <i>Earlier</i> Notices differences in characteristics between objects or actions <i>Middle</i> Provides representations (e.g., drawings, models, communications) that include general features about objects or actions in their environment <i>Later</i> Provides representations of the details of objects or actions in their environment, with some accuracy	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.7 Records findings in charts or diagrams and explains one's problem-solving strategy. SCI 1b.8 Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Integrating <i>Earlier</i> Communicates about information that they helped to gather (e.g., tallying, charting, simple graphing, or complex drawings)	SCI 1b Investigation & Inquiry: Observes, describes and records

<i>Middle</i> Identifies patterns and draws simple conclusions based on recorded information <i>Later</i> Identifies and communicates how the evidence informs the questions or problems explored	SCI 1b.7 Records findings in charts or diagrams and explains one's problem-solving strategy. SCI 1b.8 Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis. M 6 Classification: Sorts and graphs. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. M 6.7 Gathers, represents and answers questions about objects or data in three categories. M 6.8 Gather, represent and answer questions about objects or data in four categories.
Physical Development (PD)	
PD 1: Perceptual-Motor Skills and Movement Concepts	
Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness	
Responding <i>Earlier</i> Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts <i>Later</i> Responds to sensory information by moving body or limbs to reach for or move toward people or objects	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. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways.

Exploring <i>Earlier</i> Uses sensory information to control body while exploring people, objects, or changes in the physical environment <i>Later</i> Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.
Building <i>Earlier</i> Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment <i>Middle</i> Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces <i>Later</i> Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. 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. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.
Integrating <i>Earlier</i> Adjusts, on own, aspects of movement in unfamiliar spaces (e.g., during new activities, on different surfaces) <i>Middle</i> Adjusts movement of body in time and space to meet the requirements of the activity <i>Later</i> Adjusts various coordinated body movements in relation to others' coordinated body movements	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary. PD 1.8 Use conditioning methods to strengthen muscles and increase endurance. Coordinate multiple complex movements in continuous play. CA 2a Dance & Movement: Expresses through dance CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 2a.7 Coordinates movements of self and others to create a cohesive dance or idea. 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.
PD 2: Gross Locomotor Movement Skills	

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	
Responding <i>Earlier</i> Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby <i>Later</i> Holds head and torso upright against gravity	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.
Exploring <i>Earlier</i> Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom <i>Middle</i> Coordinates movements of whole body while upright, using support, to move from one place to another <i>Later</i> Coordinates movement of whole body while upright to move from one place to another	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.
Building <i>Earlier</i> Coordinates movement of the whole body to move off the ground momentarily <i>Middle</i> Shifts from one repeated locomotor movement to another locomotor movement <i>Later</i> Combines two or more locomotor movements that involve transitions, with some success	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Integrating <i>Earlier</i>	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Combines a variety of locomotor movements to move effectively across a range of activities <i>Middle</i> Combines a variety of locomotor movements with control, flexibility, speed, or rhythm <i>Later</i> Applies a variety of locomotor movements with manipulative and stability skills to organized games and dance activities	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary. PD 1.8 Use conditioning methods to strengthen muscles and increase endurance. Coordinate multiple complex movements in continuous play.
PD 3: Gross Motor Manipulative Skills	
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)	
Responding <i>Earlier</i> Orients to nearby objects <i>Later</i> Uses arms, legs, or body to move toward, reach for, or mouth objects or people	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.
Exploring <i>Earlier</i> Uses arms, legs, or body to engage in simple, repeated actions on objects and Manipulates objects differently based on their properties <i>Middle</i> Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing <i>Later</i> Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability	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.

Building <i>Earlier</i> Manipulates objects using arms, legs, or body, with stability but limited coordination <i>Middle</i> Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy <i>Later</i> Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Integrating <i>Earlier</i> Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks <i>Middle</i> Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm <i>Later</i> Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary. PD 1.8 Use conditioning methods to strengthen muscles and increase endurance. Coordinate multiple complex movements in continuous play.
PD 4: Fine Motor Manipulative Skills	
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	
Responding <i>Earlier</i> Moves arms and hands <i>Later</i> Uses arms or hands to make contact with objects in the environment	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

Exploring <i>Earlier</i> Grasps objects with hand <i>Middle</i> Grasps objects with fingers and thumb <i>Later</i> Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
Building <i>Earlier</i> Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body <i>Middle</i> Acts on objects with both hands working together to coordinate different movements <i>Later</i> Manipulates objects with accuracy and coordination	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Integrating <i>Earlier</i> Performs, with efficiency, a variety of tasks that require precise manipulation of small objects <i>Middle</i> Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects <i>Later</i> Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self. PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock. PD. 2.8 Manipulate objects of all sizes with speed and accuracy.
Health (HLTH)	
HLTH 1: Safety	
Child shows increasing awareness of safety and increasingly	

demonstrates knowledge of safety skills	
Responding <i>Earlier</i> Reacts to unpleasant events (e.g., sounds, touch) <i>Later</i> Responds to situations that feel unsafe	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
Exploring <i>Earlier</i> Seeks a familiar adult in situations that feel unsafe <i>Later</i> Follows adults' guidance about basic safety practices	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
Building <i>Earlier</i> Follows basic safety practices in familiar situations with adult supervision <i>Middle</i> Follows basic safety practices, on own, in familiar situations, with occasional adult reminders <i>Later</i> Anticipates the need to follow basic safety practices in various situations	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. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Integrating <i>Earlier</i> Demonstrates understanding of the primary features of some safety practices <i>Middle</i> Demonstrates understanding of potentially safe and unsafe situations and Demonstrates safe behaviors <i>Later</i> Communicates detailed strategies for staying safe	PD 3 Safety: Demonstrates safe practices PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help. PD 3.8 Takes appropriate initiative in dangerous and emergency situations.

HLTH 2: Understanding of Health and Wellness	
Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness	
Responding <i>Earlier</i> N/A <i>Later</i> N/A	
Exploring <i>Earlier</i> N/A <i>Later</i> Indicates awareness of some internal cues from the body (e.g., hunger, fatigue)	PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
Building <i>Earlier</i> Communicates about some internal cues from the body <i>Middle</i> Demonstrates some understanding of their own feelings of wellness <i>Later</i> Takes steps to address cues from the body, including seeking adult support, some of the time	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. 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.
Integrating <i>Earlier</i> Demonstrates curiosity about behaviors related to health and wellness <i>Middle</i> Communicates understanding about causes of health and wellness, including knowledge of healthful foods	PD 4b Personal Care: Understands bodily functions PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases. PD 5 Nutrition: Follows healthy nutrition routines.

<i>Later</i> Initiates wellness activities based on internal cues from the body or knowledge of classroom 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. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.8 Explain how to manage health and the role of exercise and rest for self and others.
HLTH 3: Personal Care Routines: Hygiene	
Child increasingly responds to and initiates personal care routines that support hygiene	
Responding <i>Earlier</i> Responds in basic ways during personal care routines that involve hygiene <i>Later</i> Responds in ways that demonstrate awareness of a hygiene routine	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.
Exploring <i>Earlier</i> Anticipates one or two steps of a hygiene routine <i>Later</i> Participates in own hygiene routines, with an adult	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. PD 4a.3 With help, participates in self-care routines.
Building <i>Earlier</i> Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	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.

<i>Middle</i> Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them <i>Later</i> Initiates and carries out most steps of familiar hygiene routines on own	PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
Integrating <i>Earlier</i> Initiates and completes familiar hygiene routines on own <i>Middle</i> N/A <i>Later</i> N/A	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.7 Independently maintains personal and hygiene needs.
HLTH 4: Personal Care Routines: Feeding	
Child responds to feeding and feeds self with increasing proficiency	
Responding <i>Earlier</i> Responds in basic ways during feeding <i>Later</i> Engages in the process of being fed	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
Exploring <i>Earlier</i> Feeds self some food items using fingers or hands <i>Later</i> Explores the use of tools when feeding self, sometimes with adult support	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Building <i>Earlier</i> Feeds self different types of foods, some of which may involve the use of tools <i>Middle</i>	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.

N/A <i>Later</i> Serves self or others by opening packages or scooping or pouring from containers	
Integrating <i>Earlier</i> Prepares simple foods to serve to self or others <i>Middle</i> N/A <i>Later</i> N/A	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.8 Prepare simple food for self.
HLTH 5: Personal Care Routines: Self-Dressing	
Child develops and refines ability to participate in and take responsibility for dressing self	
Responding <i>Earlier</i> Responds in basic ways during dressing <i>Later</i> Responds in ways that demonstrate awareness of a dressing routine	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.
Exploring <i>Earlier</i> Anticipates one or two steps of a dressing routine <i>Later</i> Participates with adult in dressing self	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. PD 4a.3 With help, participates in self-care routines.
Building <i>Earlier</i> Puts on clothing that is simple to manipulate, sometimes with adult assistance <i>Middle</i>	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.

N/A <i>Later</i> Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)	PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
Integrating <i>Earlier</i> Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers) <i>Middle</i> N/A <i>Later</i> N/A	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 4a.7 Independently maintains personal and hygiene needs.



Developmental Continuum of Skills

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

Approaches to Learning	ATL 1 Attention & Persistence	ATL 1a Attends	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	ATL 2 Flexibility & Play	ATL 2a Shows flexibility	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	PD 3 Safety	PD 3 Demonstrates safe practices	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
	PD 5 Nutrition	PD5 Follows healthy nutrition routines	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

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

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

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

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

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