



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Colorado Early Learning &
Development Guidelines**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Colorado Early Learning & Development Guidelines for infants/toddlers and ages 3-5**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

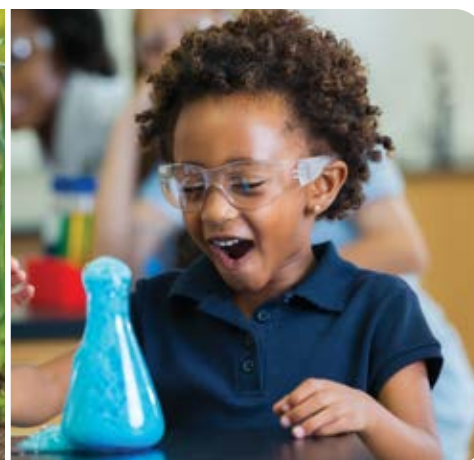
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Colorado Early Learning & Development Guidelines

Guidelines for Early Childhood:
Ages 0-3

Guidelines for Early Childhood:
Ages 3-5



4-36 months (Ages 3-5 below)

Physical Development & Health	
1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.	
Young Infants (4 - 8 months) 1. Use the senses to explore objects and people in the environment.	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 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses.
Older Infants (9 - 18 months) 1. Use the information received from the senses to change the way they interact with the environment.	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.
Toddlers (19 - 36 months) 1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	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.
2. Gross Motor: The developing ability to move the large muscles.	
Young Infants (4 - 8 months) 1. Maintain their posture in a sitting position and shift between sitting and other positions.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

2. Demonstrate control of their head and neck.	PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Older Infants (9 - 18 months) 1. Move from one place to another by walking and running with basic control and coordination.	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.
Toddlers (19 - 36 months) 1. Move with ease, coordinating movements and performing a variety of 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.
3. Fine Motor: The developing ability to move the small muscles.	
Young Infants (4 - 8 months) 1. Easily reach for and grasp things. 2. Use eyes and hands to explore objects actively.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
Older Infants (9 - 18 months) 1. Hold small objects in one hand and sometimes use both hands together 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.
Toddlers (19 - 36 months) 1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. 2. Use one hand to stabilize an object while manipulating it.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, twists and pulls objects with one or both hands.

	PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
4. Health: Maintenance of healthy growth and participation in physical activity.	
Young Infants (4 - 8 months) 1. Maintain growth. 2. Engage in physical activity and movement. 3. Develop sleep routines and cycles. 4. Demonstrate increasing interest in engaging in healthy eating habits and making nutritious food choices.	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.
Older Infants (9 - 18 months) 1. Demonstrate the stamina and energy to participate in daily activities. 2. Show characteristics of healthy development and maintain growth. 3. Demonstrate an increasing interest in engaging in healthy eating habits and making nutritious food choices.	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.
Toddlers (19 - 36 months) 1. Participate in physical activity. 2. Begin to practice health and safety behaviors. 3. Demonstrate an increasing interest in engaging in healthy eating habits and making nutritious food choices.	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. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. 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.
5. Routines: The developing ability to understand and participate in personal care and sleep routines.	
Young Infants (4 - 8 months) 1. Respond during the steps of personal care routines. 2. Develop sleep routines and cycles.	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.
Older Infants (9 - 18 months) 1. Show awareness of familiar personal care routines and participate in the steps of these routines.	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.
Toddlers (19 - 36 months) 1. Initiate and follow through with some personal care routines.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
Social Development	
1. Interaction with Adults: The developing ability to respond to and engage with adults.	
Young Infants (4 - 8 months) 1. Purposefully engage in reciprocal interactions and try to influence the behavior of others. 2. May be both interested in and cautious of unfamiliar 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. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
Older Infants (9 - 18 months) 1. Participate in routines and games that involve complex back-and-forth interaction. 2. Follow the gaze of an adult to an object or person. 3. Check with a familiar adult when uncertain about something or someone.	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Toddlers (19 - 36 months) 1. Interact with adults to solve problems or communicate about	SED 3a Social relationships: Develops relationships with adults.

experiences or ideas.	SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
2. Interaction with Peers: The developing ability to respond to and engage with other children.	
Young Infants (4 - 8 months) 1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
Older Infants (9 - 18 months) 1. Engage in simple back-and-forth interactions with peers for short periods of time.	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.
Toddlers (19 - 36 months) 1. Engage in simple cooperative play with peers.	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.
3. Relationships with Peers: The development of relationships with certain peers through interactions over time.	
Young Infants (4 - 8 months) 1. Show interest in familiar and unfamiliar children.	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
Older Infants (9 - 18 months) 1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back- and- forth play when interacting with those children.	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.

Toddlers (19 - 36 months) 1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	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.
4. Empathy: The developing ability to share in the emotional experiences of others.	
Young Infants (4 - 8 months) 1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	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.
Older Infants (9 - 18 months) 1. Change their behavior in response to the feelings of others, even though their actions may not always make the other person feel better. 2. Demonstrate an increased understanding of the reason for another's distress and may become distressed by the other's distress.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Toddlers (19 - 36 months) 1. Demonstrate an understanding that other people have feelings that are different from their own. 2. Sometimes respond to another's distress in a way that might make that person feel better.	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.
5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
Young Infants (4 - 8 months) 1. Know what to expect from familiar people. 2. Demonstrate an understanding of what to do to get another's attention. 3. Engage in back-and-forth interactions with others. 4. Imitate the simple actions or facial expressions of others.	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.

Older Infants (9 - 18 months) 1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention. 2. Use another's emotional expressions to guide their own responses to unfamiliar events. 3. Learn more complex behavior through imitation. 4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.
Toddlers (19 - 36 months) 1. Talk about their own wants and feelings and those of other people. 2. Describe familiar routines. 3. Participate in coordinated episodes of pretend play with peers. 4. Interact with adults in more complex ways.	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.
Emotional Development	
1. Relationships with adults: The development of close relationships with certain adults who provide consistent nurturance.	
Young Infants (4 - 8 months) 1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	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.
Older Infants (9 - 18 months) 1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. 2. When distressed, seek to be physically close to 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.

Toddlers (19 - 36 months) 1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. 2. When distressed, may still seek to be physically close to these 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.
2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.	
Young Infants (4 - 8 months) 1. Show clear awareness of being a separate person and of being connected with other people. 2. Identify others as both distinct from and connected to themselves.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.
Older Infants (9 - 18 months) 1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. 2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Toddlers (19 - 36 months) 1. Identify their feelings, needs, and interests. 2. Identify themselves and others as members of one or more groups by referring to categories.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities

	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.	
Young Infants (4 - 8 months) 1. Demonstrate an understanding that they are able to make things happen.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.
Older Infants (9 - 18 months) 1. Experiment with different ways of making things happen. 2. Persist in trying to do things even when faced with difficulty. 3. Show a sense of satisfaction with what they can do.	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
Toddlers (19 - 36 months) 1. Show an understanding of their own abilities and may refer to those abilities when describing themselves.	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. 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.

4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.	
Young Infants (4 - 8 months) 1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Older Infants (9 - 18 months) 1. Express emotions in a clear and intentional way. 2. Begin to express some complex emotions, such as pride.	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.
Toddlers (19 - 36 months) 1. Express and label complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. 2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.
5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.	
Young Infants (4 - 8 months) 1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Older Infants (9 - 18 months) 1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. 2. Communicate needs and wants through the use of a few words 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. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Toddlers (19 - 36 months) 1. Anticipate the need for comfort and try to prepare themselves for changes in routine. 2. Have many self- comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
Young Infants (4 - 8 months) 1. Act on impulses.	SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.
Older Infants (9 - 18 months) 1. Respond positively to choices and limits set by an adult to help control their behavior.	SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."
Toddlers (19 - 36 months) 1. Sometimes exercise voluntary control over actions and emotional expressions.	SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break." SED 4b.4 With adult support, lists choices or solutions before making a decision.
Language & Literacy Development	
1. Receptive Language: The developing ability to understand words and increasingly complex utterances.	
Young Infants (4 - 8 months) 1. Demonstrate an understanding of a small number of familiar words and react to adult's overall tone of voice.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.8 Responds to verbal statements that have implied directions or requests.
Older Infants (9 - 18 months)	LLD 1a Listening: Understands and interprets language

1. Show understanding of one-step requests that have to do with the current situation.	LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.
Toddlers (19 - 36 months) 1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.
2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
Young Infants (4 - 8 months) 1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. 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.
Older Infants (9 - 18 months) 1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

	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.
Toddlers (19 - 36 months) 1. Communicate in a way that is understandable to most adults who speak the same language they do. 2. Combine words into simple sentences. 3. Demonstrate the ability to follow some grammatical rules of the home language.	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 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 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.
3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.	
Young Infants (4 - 8 months) 1. Participate in back-and-forth communication and games.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.

Older Infants (9 - 18 months) 1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions. 2. Use the basic rules of conversational turn-taking when communicating.	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.
Toddlers (19 - 36 months) 1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.
4. Interest in Print: The developing interest in engaging with print in books and the environment.	
Young Infants (4 - 8 months) 1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.
Older Infants (9 - 18 months) 1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two- word comments. 2. Actively notice print in the environment.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.

	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
Toddlers (19 - 36 months) 1. Listen, ask questions, or make comments while being read to. 2. Look at books on their own. 3. Make scribble marks on paper and pretend to read what is written.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.
Cognitive Development	
1. Cause-and-Effect: The developing understanding that one event brings about another.	
Young Infants (4 - 8 months) 1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	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 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.
Older Infants (9 - 18 months) 1. Combine simple actions to cause things to happen. 2. Change the way they interact with objects and people in order to see how it changes the outcome.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. 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.
Toddlers (19 - 36 months) 1. Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.	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 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
2. Spatial Relationships: The developing understanding of how things move and fit in space.	
Young Infants (4 - 8 months) 1. Move their bodies, explore the size and shape of objects, and observe	M 2a Spatial Awareness: Understands how objects move in space.

people and objects as they move through 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.
Older Infants (9 - 18 months) 1. Use trial and error to discover how things move and fit in 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.
Toddlers (19 - 36 months) 1. Predict how things will fit and move in space without having to try out every possible solution. 2. Show understanding of words used to describe size and locations in space.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 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.
3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
Young Infants (4 - 8 months) 1. Imitate simple actions and expressions of others during interactions.	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.
Older Infants (9 - 18 months) 1. Imitate others' actions that have more than one step. 2. Imitate simple actions that they have observed others doing at an earlier time.	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.

Toddlers (19 - 36 months) 1. Reenact multiple steps of others' actions that they have observed at an earlier time.	LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
4. Number Sense: The developing understanding of number and quantity.	
Young Infants (4 - 8 months) 1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	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.
Older Infants (9 - 18 months) 1. Demonstrate understanding that there are different amounts of things.	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 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.
Toddlers (19 - 36 months) 1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	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 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.	

Young Infants (4 - 8 months) 1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
Older Infants (9 - 18 months) 1. Show awareness when objects are in some way connected to each other. 2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	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.
Toddlers (19 - 36 months) 1. Group objects into multiple piles based on one attribute at a time. 2. Put things that are similar but not identical into one group, even though sometimes these labels are over generalized.	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature.
6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
Young Infants (4 - 8 months) 1. Use active exploration to become familiar with objects and actions. 2. Build knowledge of people, action, objects, and ideas through observation.	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
Older Infants (9 - 18 months) 1. Use one object to represent another object. 2. Engage in one or two simple actions of pretend play.	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Toddlers (19 - 36 months) 1. Engage in make-believe play involving several sequenced steps,	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend.

assigned roles, and an overall plan. 2. Sometimes pretend by imagining an object without needing the concrete object present.	CA 4a.4 Plays a role in group dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
7. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
Young Infants (4 - 8 months) 1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
Older Infants (9 - 18 months) 1. Physically try out possible solutions before finding one that works. 2. Use objects as tools. 3. Watch someone else solve the problem and then apply the same solution. 4. Gesture or vocalize to someone else for help.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
Toddlers (19 - 36 months) 1. Solve some problems without having to physically try out every possible solution and may ask for help when needed.	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.
8. Memory: The developing ability to store and later retrieve information about past experiences.	
Young Infants (4 - 8 months) 1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. S 1a Culture & Community: Identifies community and family roles.

	SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places. SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support.
Older Infants (9 - 18 months) 1. Remember typical actions of people, the location of objects, and steps of routines.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community. SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3b.3 Follows a path. 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.
Toddlers (19 - 36 months) 1. Anticipate the series of steps in familiar activities, events, or routines. 2. Remember characteristics of the environment or people in it. 3. Briefly describe recent past events or act them out.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. 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.
9. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and	

play materials.	
Young Infants (4 - 8 months) 1. Pay attention to different things and people in the environment in specific, distinct ways.	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 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.
Older Infants (9 - 18 months) 1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. 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.
Toddlers (19 - 36 months) 1. Sometimes demonstrate ability to pay attention to more than one thing at a time.	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 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.
10. Behavior Regulation. The developing ability to manage actions and behaviors with support from adults and independently.	
Young Infants (4 - 8 months) 1. Manage actions and behavior with the support of familiar adults.	SED 4b Problem-solving: Responsible decision-making

	SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment.
Older Infants (9 - 18 months) 1. Manage actions and behavior with support of familiar adults.	SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Toddlers (19 - 36 months) 1. Manage actions and behavior with support of familiar adults.	SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Approaches to Learning	
1. Initiative and curiosity. An interest in varied topics and activities, a desire to learn and independence in learning.	
Young Infants (4 - 8 months) 1. Demonstrate emerging initiative in interactions, experiences, and explorations.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

2. Show interest in and curiosity about objects, materials, or events.	ATL 2b.2 Entertains and plays by themselves without adult or child involvement. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Older Infants (9 - 18 months) 1. Demonstrate initiative in interactions, experiences, and explorations. 2. Show interest in and curiosity about objects, materials, or events.	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. 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. 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.
Toddlers (19 - 36 months) 1. Demonstrate emerging initiative in interactions, experiences, and explorations. 2. Show interest in and curiosity about objects, materials, or events.	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. 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. 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.
2. Creativity. The developing ability to creatively engage in play and interactions with others.	
Young Infants (4 - 8 months) 1. Use creativity to increase understanding and learning. 2. Show imagination in play and interactions with others.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. 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 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.

Older Infants (9 - 18 months) 1. Use creativity to increase understanding and learning. 2. Show imagination in play and interactions with others.	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 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 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 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Toddlers (19 - 36 months)	CA 1a Music: Expresses through music

1. Use creativity to increase understanding and learning.
2. Show imagination in play and interactions with others.

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

CA 1a.4 Uses voice, common objects or instruments to create music.

CA 2a Dance & Movement: Expresses through dance

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

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

CA 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.

CA 3a Visual Arts: Expresses through 2D and 3D visual art

CA 3a.3 Explores a variety of artistic tools and media.

CA 3a.4 Makes choices throughout the artistic process.

CA 3b Visual Arts: Develops visual art techniques

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

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

CA 4a Drama: Participates in dramatic and symbolic play.

CA 4a.3 Uses words, actions and props to pretend.

CA 4a.4 Plays a role in group dramatic play.

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

CA 4b.3 Uses realistic toys as replacements for real objects.

Distinguishes between real and pretend.

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

Ages 3-5

Physical Development & Health	
1. Health, Safety and Nutrition: The maintenance of healthy and age appropriate physical well-being, and understanding of healthy and safe habits and practicing healthy habits.	
Ages 3-5 1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. 4. Get sufficient rest and exercise to support healthy development.* 5. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.* 6. Communicate an understanding of the importance of health and safety routines and rules.* 7. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.* 8. Distinguish food on a continuum from most healthy to less healthy. 9. Eat a variety of nutritious foods. 10. Participate in structured and unstructured physical activities.* 11. Recognize the importance of doctor and dentist visits. 12. Cooperate during doctor and dentist visits and health and developmental screening.	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. 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 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. 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. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
2. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.	
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.* 2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. 3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.*	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. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
3. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
1. Develop hand strength and dexterity. 2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. 3. Manipulate a range of objects, such as blocks or books. 4. Manipulate writing, drawing, and art tools.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Social & Emotional Development	
1. Relationships with Adults and Peers: The healthy relationships and interactions with adults and peers.	

1. Engage in and maintains positive relationships and interactions with adults.* 2. Engage in prosocial and cooperative behavior with adults.* 3. Engage in and maintains positive interactions and relationships with other children.* 4. Engage in cooperative play with other children. 5. Use basic problem-solving skills to resolve conflicts with other children.	SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
2. Sense of Identity and Belonging: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
1. Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.* 2. Express confidence in own skills and positive feelings about self.* 3. Have a sense of belonging to family, community, and other groups.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1b Self-Awareness: Expresses needs and preferences

	SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
3. Emotional Functioning: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
1. Express a broad range of emotions and recognize these emotions in self and others.* 2. Express care and concern toward others. 3. Manage emotions with increasing independence.*	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
4. Emotional and Behavioral Self-Regulation: The ability to recognize and regulate emotions and behavior.	
1. Follow classroom rules and routines with increasing independence.* 2. Appropriately handle and take care of classroom materials.* 3. Manage actions, words, and behavior with increasing independence.*	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. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
5. Cognitive Self-Regulation (Executive Functioning): The ability to regulate attention and impulses.	
1. Demonstrate an increasing ability to control impulses.* 2. Maintain focus and sustain attention with minimal adult support.* 3. Persist in tasks.* 4. Hold information in mind and manipulate it to perform tasks.* 5. Demonstrate flexibility in thinking and behavior.*	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 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. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
English Language Development	
1. Receptive English Language Skills: The ability to comprehend or understand the English language.	

1. Participate with movement and gestures while other children and the teachers dance and sing in English. 2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” or “bathroom,” when accompanied by adult gestures. 3. Point to body parts when asked, “Where is your nose, hand, leg...?” 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?” 5. Follow multi-step directions in English with minimal cues or assistance.	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
2. Expressive English Language Skills: The ability to speak or use English.	
1. Repeat word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch. 2. Request items in English, such as “car,” “milk,” “book,” “ball.” 3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.” 4. Use increasingly complex and varied English vocabulary. 5. Construct sentences, such as “The apple is round,” or “I see a fire truck with lights on.”	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
3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.	
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English. 2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.” 3. Learn part of a song or poem in English and repeat it. 4. Talk with peers or adults about a story read in English. 5. Tell a story in English with a beginning, middle, and end from a book or	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

about a personal experience.	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
Language Development	
1. Attending and Understanding: The ability to comprehend or understand language.	
1. Attend to language during conversations, songs, stories, or other learning experiences.* 2. Comprehend increasingly complex and varied vocabulary.* 3. Comprehend different forms of language, such as questions or exclamations.* 4. Follow two- to three-step directions.* 5. Comprehend different grammatical structures or rules for using language.*	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. LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
2. Communicating and Speaking: The ability to use language.	
1. Vary the amount of information provided to meet the demands of the situation. 2. Understand, follow, and use appropriate social and conversational rules. 3. Express self in increasingly long, detailed, and sophisticated ways.* 4. Participate in conversations of more than three exchanges with peers and adults.* 5. Use language to express ideas and needs.* 6. Understand the difference between a question and a statement.* 7. Practice asking questions and making statements.* 8. Speak in sentences of five or six words.*	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 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 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.
3. Vocabulary: The ability to use a variety of words.	
1. Understand and use a wide variety of words for a variety of purposes.* 2. Show understanding of word categories and relationships among words 3. Use increasingly complex and varied vocabulary.*	LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. 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.
Literacy Knowledge & Skills	
1. Print and Alphabet Knowledge: The interest in books and their characteristics, and knowledge of the alphabet.	
1. Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).* 2. Identify letters of the alphabet and produce correct sounds associated	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words.

with letters.* 3. Show interest in both shared reading experiences and looking at books independently.* 4. Recognize how books are read, such as front-to- back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 5. Recognize words as a unit of print and understand that letters are grouped to form words.* 6. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.* 7. Attend to the beginning letters and sounds in familiar words.* 8. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.* 9. Understand that print conveys meaning.* 10. Understand conventions, such as print moves from left to right and top to bottom of a page.* 11. Recognize the association between spoken or signed and written words.*	LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
1. Identify and discriminate between words in language.* 2. Identify and discriminate between separate syllables in words.* 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.* 4. Recognize patterns of sounds in songs, storytelling, and poetry.*	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.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound

	LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
3. Comprehension and Text Structure: The ability to understand and get meaning from stories and information from books and other texts.	
1. Ask and answer questions and make comments about print materials.* 2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.* 3. Make predictions based on illustrations.* 4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.* 5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.*	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
4. Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
1. Experiment with writing tools and materials.* 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.* 3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.* 4. Copy, trace, or independently write letters or words.*	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. 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.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Logic & Reasoning	
1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause and effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.*	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

	SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
2. Symbolic Representation: The use of symbols or objects to represent something else.	
1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*	CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see.
Mathematics Knowledge & Skills	
1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	

1. Count verbally or sign to at least 20.* 2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.* 3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.* 4. Use the number name of the last object counted to answer “How many?” questions for up to approximately 10 objects.* 5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.* 6. Understand that each successive number name refers to a quantity that is one larger.* 7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.* 8. Identify and use numbers related to order or position from first to fifth.* 9. Associate a number of objects with a written numeral 0–5.* 10. Recognize and, with support, write some numerals up to 10.*	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.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.
2. Operations and Algebraic Thinking: The use of numbers to describe relationships and solve problems.	
1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.* 2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 1.*	M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.

3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.* 4. Fill in missing elements of simple patterns.* 5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.* 6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.*	M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
3. Measurement and Data: The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
1. Use comparative language, such as shortest, heavier, biggest, or later.* 2. Compare or order up to five objects based on their measurable attributes, such as height or weight.* 3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.*	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.

4. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.	
1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/ corners.* 2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.* 3. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.* 4. Compose simple shapes to form larger shapes. 5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.* 6. Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.”*	M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. 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.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object. M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.
Science Knowledge & Skills	
1. Scientific Inquiry: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
1. Observe and describes observable phenomena (objects, materials, organisms, and events). 2. Engage in scientific talk.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions.

3. Compare and categorize observable phenomena. 4. Use senses to explore the properties of objects and materials (e.g., solids, liquids).* 5. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.* 6. Notice change in matter.* 7. Observe, describe and discuss properties of materials and transformation of substances.* 8. Observe and discuss common properties, differences and comparisons among objects.*	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
2. Reasoning and Problem Solving: Gathering information to make predictions, conduct investigations and experiments, draw conclusions, and analyze and communicate results.	
1. Ask a question, gather information, and make predictions. 2. Plan and conduct investigations and experiments. 3. Analyze results, draw conclusions, and communicate results.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. 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.

3. Life Science: Make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.	
1. Observe, describe and discuss living things and natural processes.* 2. Observe similarities and differences in the needs of living things.* 3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.* 4. Ask and pursue questions through simple investigations and observations of living things.* 5. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.* 6. Identify differences between living and nonliving things.* 7. Identify the common needs such as food, air and water of familiar living things.* 8. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.* 9. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.* 10. Recognize that plants and animals grow and change.*	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Approaches to Learning	
1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn and independence in learning.	
1. Engage in independent activities. 2. Make choices and communicate these to adults and other children. 3. Independently identify and seek things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. 4. Plan play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. 5. Ask questions and seek new information. 6. Be willing to participate in new activities or experiences even if they	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.

are perceived as challenging. 7. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and activities.	ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. 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. 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. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
2. Creativity: Creatively engaging in learning and interactions with others.	
1. Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. 2. Approach tasks, activities, and play in ways that show creative problem solving. 3. Use multiple means of communication to creatively express thoughts, feelings, or ideas.	ATL 1b Attention & Persistence: Persists 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.

4. Engage in social and pretend play. 5. Use imagination with materials to create stories or works of art. 6. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	ATL 1b.6 Persists on a challenging activity 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. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Social Studies Knowledge & Skills	
1. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.	
1. Differentiate between past, present, and future. 2. Recognize family or personal events that happened in the past. 3. Understand that how people live and what they do changes over time.	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as "first" and "then." SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
2. Geography: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	
1. Identify aspects of the environment, such as roads, buildings, trees,	SS 3a Geography: Identifies types of places

gardens, bodies of water, and land formations. 2. Develop an awareness of the school, neighborhood, and community.	SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
3. Economics: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.	
1. Identify choices that individuals can make. 2. Explain how individuals earn money and use it to make choices among their various wants. 3. Recognize coins and currency as money. 4. Identify how money is used. 5. Discuss why we need money. 6. Sort coins by physical attributes such as color or size.	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
4. Civics: Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	
1. Understand the reasons for rules in the home and classroom and for laws in the community. 2. Show interest in interacting with and developing relationships with others. 3. Recognize that everyone has rights and responsibilities within a group. 4. Demonstrate self-regulated behaviors and fairness in resolving conflicts.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.

	SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
Creative Arts Expression	
1. Movement: The use of the body to move to music and express oneself.	
1. Safely practice simple locomotor and non-locomotor movements. 2. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). 3. Explore movement to encourage (kinesthetic) body awareness. 4. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 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. CA 2b.5 Follows a leader to perform a simple movement pattern.
2. Create, Compose, and Choreograph: Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances.	
1. Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature. 2. Move to express different feelings in personal and general space. 3. Explore movement while moving with objects (e.g., scarves, feathers, balls).	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

4. Transfer same movements to different body parts and use repetition.	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.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
3. Historical and Cultural Context: Understanding the global and cultural relevance of dance.	
1. Explore how dance expresses ideas and emotions. 3. Explore occasions for dance across different cultures. 4. Explore shapes, levels and patterns in a dance, and describe the actions.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.

	SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.
4. Reflect, Connect, and Respond: Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art.	
1. Experience the joy of seeing and responding to dance. 2. Demonstrate movement to express emotion. 3. Express what is seen and felt in a movement with different tempos, rhythms and genres. 4. View a performance with attention. 5. Describe a dance in their own words. 6. Show their favorite dance move to the performers or each other.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

	LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Creative Arts Expression (Drama and Theater Arts)	
1. Create: Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.	
1. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 2. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 4. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 5. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
2. Perform: Expressing the human experience in story, movement, speech, and staging for an intended audience.	
1. Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 2. Create characters using body and voice in dramatic play or a guided	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama.

drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience. 4. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	CA 4a.7 Describes how a character may feel in a given situation, then integrates that emotion into performance. SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
3. Respond: Responding to the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.	
1. Recall an emotional response in dramatic play or a guided drama experience. 2. Reflect on choices in a dramatic play and guided drama experiences. 3. Name and describe characters in a dramatic play or a guided drama. 4. Recognize artistic choices. 5. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama. CA 4a.7 Describes how a character may feel in a given situation, then integrates that emotion into performance. LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6a.6 With support, compares similarities between two texts. LLD 6a.7 Makes many text-to-text, text- to-self and

	text-to-real-world connections. Compares similarities and differences between texts.
Creative Arts Expression (Music)	
1. Music Expression: The use of voice and instruments to create sounds.	
1. Use voices expressively when speaking, chanting, and singing. 2. Perform through multiple modalities a variety of simple songs and singing games alone and with others. 3. Use voice and/or instruments to enhance familiar songs or chants. 4. Respond to rhythmic patterns and elements of music using expressive movement. 5. Apply teacher feedback for progress of musical practice and experience.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
2. Creation of Music: Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.	
1. Improvise sound effects to accompany play activities. 2. Use improvised movement to demonstrate musical awareness.	CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns.
3. Theory of Music. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.	

1. Use individual means to respond to rhythm. 2. Use individual means to respond to pitch. 3. Use individual means to respond to dynamics. 4. Use individual means to respond to form. 5. Use invented symbols to represent musical sounds and ideas. 6. Use personal communication to describe sources of sound. 7. Use individual means to respond to dynamics and tempo. 8. Recognize a wide variety of sounds and sound sources.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 2d Communication: Uses and expands vocabulary
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	LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
4. Aesthetic Valuation of Music: Evaluate and respond to music using criteria to make informed musical decisions.	
1. Move, sing, or describe to show preference for styles of music. 2. Discuss feelings in response to music. 3. Use individual communication to describe music. 4. Explore music from media, community, and home events. 5. Listen and respond to various musical styles, such as marches and lullabies. 6. Communicate feelings in music. 7. Express personal interests regarding why some music selections are preferred over others.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.
Creative Arts Expression (Visual Arts)	
1. Observe and Learn to Comprehend: Identify art in daily surroundings.	
1. Select images in materials such as but not limited to books, cartoons, computer games, and environmental print. 2. Use age-appropriate communication to describe works of art. 3. Recognize basic language of art and design in relation to daily surroundings.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

2. Envision and Critique to Reflect: Evaluate the effectiveness of what is made during the creative process.	
1. Explain that works of art communicate ideas and tell stories. 2. Communicate a story about a work of art. 3. Discuss one's own artistic creations and those of others.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
3. Invent and Discover to Create: Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes.	
1. Explore the process of creating works of art at one's own pace. 2. Use art materials freely, safely, and with respect to specific environments. 3. Engage in the process of creating visual narratives from familiar stories and subject matter.	CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.
4. Relate and Connect to Transfer: Make new connections to their own environments, cultures, and stories through the process of making art.	
1. Explain what an artist does and who an artist can be. 2. Identify some of the activities in which artists participate. 3. Identify arts materials used by artists.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1a.6 Compares roles, rules and responsibilities between different groups.

SS 1b Culture & Community: Explores and respects cultures and traditions

SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.

SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.

SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.

LLD 2d Communication: Uses and expands vocabulary

LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.



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.

Mathematics	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.