



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Alabama Standards for Early
Learning and Development**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Alabama Standards for Early Learning and Development**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

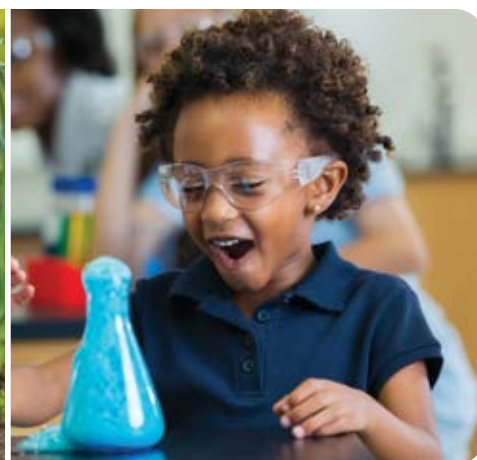
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Social Emotional Development (SED) Myself, My Feelings, My Relationships	
SED 1: Myself	
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills, and abilities.	
By 9-12 months, most INFANTS will 1aI-1 Explore movement of hands, feet, body, and objects 1aI-2 Show joy or smile and coo at own image in the mirror 1aI-3 Respond to name 1aI-4 Express likes and dislikes (preferences) through vocalizations or gestures 1aI-5 Recognize how actions affect others	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 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.3 Expresses likes and dislikes.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Show awareness of specific body parts; point to ears, mouth, nose, etc. 1aYT-2 Recognize self in the mirror 1aYT-3 Say name 1aYT-4 Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions 1aYT-5 Express self as individual through gestures and actions	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 Names self and names basic body parts. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.

By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Name own physical characteristics or body parts 1aOT-2 Begin to show self-consciousness or embarrassment during some social situations 1aOT-3 Use first person pronouns to refer to self 1aOT-4 Name likes and dislikes (preferences) when asked 1aOT-5 Display assertiveness	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Recognize similarities and differences in own and others' personal characteristics 1aYP-2 Call attention to self in photos or videos 1aYP-3 Demonstrate knowledge of personal information 1aYP-4 Use words to demonstrate knowledge of own preferences 1aYP-5 Stand up for own rights	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Differentiate themselves by physical characteristics 1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities 1aOP-3 Connect adult's actions to own accomplishments or actions 1aOP-4 Make choices based on likes and dislikes (preferences)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one's needs or personal preferences.

1aOP-5 Stand up for rights of others	
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	
By 9-12 months, most INFANTS will 1bI-1 Indicate needs and wants; participate as adult attends to needs 1bI-2 Show beginning awareness of own skills and expectation of results from an action 1bI-3 Explore the environment when adult is nearby 1bI-4 Show pleasure at accomplishments	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Alternate between doing things independently and wanting help or comfort 1bYT-2 Demonstrate confidence in the ability to make things happen 1bYT-3 Explore the environment on own, but check back with a familiar adult occasionally 1bYT-4 Show others something that's been completed	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 or activities independently. May still need adult support on occasion. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Show pride in attempting to complete self-help or personal care tasks independently 1bOT-2 Attempt new tasks or activities with interest	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or 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. ATL 1b Attention & Persistence: Persists

1bOT-3 Participate in varied and new experiences with adult encouragement 1bOT-4 Show joy in accomplishments	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Show confidence in ability to complete routines independently 1bYP-2 Select more challenging activities with confidence 1bYP-3 Independently seek out play areas or activities 1bYP-4 Demonstrate one's accomplishments to others with pride	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Show confidence in ability by taking on new tasks 1bOP-2 Show pride in completion of challenging tasks and activities 1bOP-3 Invite peers to join play or activity 1bOP-4 Describe accomplishments with detail	SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support.
SED 2: My Feelings	
SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	
By 9-12 months, most INFANTS will 2aI-1 Respond to adult's expression of feelings	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

2aI-2 Express a range of emotions through body movements, crying or laughing 2aI-3 Rely on familiar adults for comfort 2aI-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. 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.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Imitate adult's expression of feelings 2aYT-2 Communicate feelings through gestures, actions, or basic words 2aYT-3 Stay near or cling to familiar adult during times of distress or discomfort 2aYT-4 Show awareness of others' expressed feelings	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures.
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Recognize feelings when named by adult 2aOT-2 Label basic emotions 2aOT-3 Seek out adult or use a comfort item during times of distress 2aOT-4 Respond in caring ways to others' expressions of feelings	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
By 48 months (4 years), most YOUNG PRESCHOOLERS will	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.

2aYP-1 Name basic emotions when demonstrated by others or represented in books 2aYP-2 Express own feelings through actions or words 2aYP-3 Seek reassurance from adult in anticipation of a difficult task 2aYP-4 Express concern or interest for others' needs or feelings	SED 1d.4 Identifies and describes personal feelings. 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 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Associate basic emotions with words, expressions or gestures or actions 2aOP-2 Communicate feelings or emotions in socially-acceptable ways 2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation 2aOP-4 Respond with empathy and compassion at others' expression of emotion	SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
SED2b: Self-Regulation: Children will begin to self-regulate.	
By 9-12 months, most INFANTS will	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.

2bl-1 Self soothe to calm 2bl-2 Regulate reaction to stressors by looking away or seeking adult attention 2bl-3 Exhibit behaviors to obtain adult help to solve a problem	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
By 18-24 months, most YOUNG TODDLERS will 2bYT-1 Find comfort in a familiar setting or calm with familiar adult or object 2bYT-2 Adjust behavior in response to adult cues and reactions 2bYT-3 Imitate other children's problem-solving techniques 2bYT-4 Use temper tantrums to express distress or displeasure	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 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Imitate self-regulation strategies when guided by an adult 2bOT-2 Manage behaviors with adult help 2bOT-3 Seek help from adult to solve a problem 2bOT-4 Show defiance	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 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Use self-regulation strategies to calm down with adult guidance 2bYP-2 Show awareness of how actions and behavior affect others 2bYP-3 Identify a solution for a problem with adult support	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 4a Problem-Solving: Solves problems

2bYP-4 Start and stop activities with warnings and cues	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2bOP-1 Independently use self-regulation strategies to solve simple problems 2bOP-2 Adapt behavior to accommodate situation or adult response 2bOP-3 Independently solve simple problems 2bOP-4 Transition to new activities independently when asked	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
SED 3: My Relationships	
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	
By 9-12 months, most INFANTS will 3aI-1 Show secure attachment or seek to be near familiar adult 3aI-2 Communicate needs to familiar adults through vocalizations and gestures 3aI-3 Initiate simple back and forth play with adult	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.
By 18-24 months, most YOUNG TODDLERS will 3aYT-1 Rely on adult as a safe base for exploring the environment 3aYT-2 Look to familiar adult for help 3aYT-3 Participate in back and forth activities with adults	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

By 36 months (3 years), most OLDER TODDLERS will 3aOT-1 Separate from adult for play but check back often for support 3aOT-2 Ask familiar adult for help 3aOT-3 Initiate interactions and play with adults	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3aYP-1 Separate from trusted adult without distress 3aYP-2 Accept guidance and information from trusted adults 3aYP-3 Interact with adults in varied ways	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3aOP-1 Separate and easily accept explanation for parting with trusted adult 3aOP-2 Cooperate with adult guidance to achieve adult approval 3aOP-3 Initiate and engage with familiar adults to share mutual interests	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.
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	
By 9-12 months, most INFANTS will 3bl-1 Show interest in other children, and notice their actions or faces 3bl-2 Imitate the sounds and actions of others	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.

	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
By 18-24 months, most YOUNG TODDLERS will 3bYT-1 Show interest in other children when near 3bYT-2 Respond to other children's emotional expressions	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. 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. ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
By 36 months (3 years), most OLDER TODDLERS will 3bOT-1 Play alongside others, occasionally sharing or interacting with others 3bOT-2 Recognize and respond to that other children's expression of feelings	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 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3bYP-1 Form relationships with a few children 3bYP-2 Use comforting words or actions to respond to another child's distress 3bYP-3 Demonstrate strategies for entry into social play with peers 3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.4 Explains how and why someone may be feeling a certain emotion. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3bOP-1 Sustain relationships with other children for an extended period of time 3bOP-2 Take the perspective of another child and respond in a manner that is supportive 3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions 3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)	SED 3b Social relationships: Develops relationships with peers SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.5 Identifies complex feelings of others and responds accordingly.

	ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Social Studies (SST) Learning about Myself, My Family, and My Community	
SST 1: Social Systems	
SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	
By 9-12 months, most INFANTS will 1aI-1 Respond to immediate family/adults 1aI-2 Show affection for familiar adults and children	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Recognize immediate family members 1aYT-2 Seek out family members to have needs met	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Identify immediate family members 1aOT-2 Imitate role of family member 1aOT-3 Recognize known versus unknown adults in child's life	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Name immediate family members	SS 1a Culture & Community: Identifies community and family roles.

1aYP-2 Describe actions or roles of specific family member 1aYP-3 Identify personal relationships with significant adults	SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Name extended family members (aunts, grandparents, etc.) 1aOP-2 Talk about relationships with other family members 1aOP-3 Discuss how families differ and how they are the same	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 1c Culture & Community: Respects diversity SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	
By 9-12 months, most INFANTS will 1bl-1 Seek comfort from familiar adult 1bl-2 Show anticipation of daily events	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Separate from caregiver in familiar settings 1bYT-2 Participate in simple routines with adult support 1bYT-3 Look to adult for assistance	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 3c Social relationships: Participates cooperatively in groups

	SED 3c.2 Mimics actions of others.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Identify self as part of a group 1bOT-2 Participate in an adult led routine with adult support 1bOT-3 Follow simple rules, with adult reminders	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. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Identify a group they belong to 1bYP-2 Comply with schedules and routines throughout their environment 1bYP-3 Understand that rules may be different in different places or situations 1bYP-4 Display interest in helping others	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. 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 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Differentiate groups they belong to 1bOP-2 Follow routines and schedules	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SED 2b Self-Regulation: Follows routines and transitions

1bOP-3 Understand natural and logical consequences for not following rules 1bOP-4 Seek out opportunities for leadership	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. 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.
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	
By 9-12 months, most INFANTS will 1cl-1 Show enjoyment when adult names or plays games like “peekaboo” or “This Little Piggy” 1cl-2 Show interest in others’ differences in appearance 1cl-3 Explore culturally diverse music and books, with adult support	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media.
By 18-24 months, most YOUNG TODDLERS will 1cYT-1 Gaze at self in the mirror 1cYT-2 Show curiosity and explore characteristics of others	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1c Culture & Community: Respects diversity SS 1c.2 Explores people and their features, either in person or in pictures.

1cYT-3 Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations	
By 36 months (3 years), most OLDER TODDLERS will 1cOT-1 Identify own traits and characteristics 1cOT-2 Recognize the way self is the same or different than others 1cOT-3 Recognize that people celebrate different events or have different customs	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1cYP-1 Describe own traits and characteristics 1cYP-2 Identify differences and similarities in physical characteristics of self and others 1cYP-3 Identify traditions of family and other cultures	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1cOP-1 Compare traits and characteristics of self with others 1cOP-2 Discuss differences and similarities between themselves and others 1cOP-3 Show appreciation of own culture or customs	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. SS 1c Culture & Community: Respects diversity SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
SST 2: Social Studies Concepts	

SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	
By 9-12 months, most INFANTS will 2aI-1 Depend on others to meet needs and wants 2aI-2 Explore costumes and props that represent community helpers	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Express wants and needs with simple phrases or gestures 2aYT-2 Engage with costumes and props that represent community helpers	SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Request specific strategies to alleviate needs and wants 2aOT-2 Recognize community helpers through uniforms and equipment 2aOT-3 Show understanding of community helper's roles 2aOT-4 Show an emerging understanding of the purpose of money	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 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will	SS 1a Culture & Community: Identifies community and family roles.

2aYP-1 Begin to recognize the difference between wants and needs 2aYP-2 Identify various community helpers through their uniforms and equipment 2aYP-3 Express understanding of occupations through dramatic play 2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange	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 2b Civics & Economics: Understands concepts of money and economics SS 2b.4 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Realize that people depend on others to have needs met 2aOP-2 Describe roles of various community helpers and workers 2aOP-3 Describe occupations' roles and purposes 2aOP-4 Understand the purpose of saving for tomorrow	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 2b Civics & Economics: Understands concepts of money and economics SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
SST2b: Geography: Children will identify basic concepts of location and features in the community.	
By 9-12 months, most INFANTS will 2bl-1 Explore surroundings and materials in the environment	SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.
By 18-24 months, most YOUNG TODDLERS will	SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places.

2bYT-1 Locate familiar objects when given basic directions 2bYT-2 Recognize familiar locations	SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Follow requests or instructions that involve direction words or prepositions 2bOT-2 Point out familiar places in the neighborhood 2bOT-3 Use different materials that represent geographical features	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Talk about the location of objects, such as near and far 2bYP-2 Identify landmarks or places through their logos and signs 2bYP-3 Draw pictures of geographical features in the neighborhood 2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps	SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. 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. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
By 60 months (5 years), most OLDER PRESCHOOLERS will	SS 3a Geography: Identifies types of places

2bOP-1 Use directional terms such as turn left, straight ahead 2bOP-1 Name own street, town and/or neighborhood 2bOP-1 Create representations of different landforms and landmarks during play 2bOP-1 Use geographic tools to identify landmarks in a specific location	SS 3a.4 Identifies different types of water bodies, streets, buildings or 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.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. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	
By 9-12 months, most INFANTS will 2cl-1 Show anticipation for routine activities 2cl-2 Demonstrate beginning understanding of object permanence	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. SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
By 18-24 months, most YOUNG TODDLERS will 2cYT-1 Show anticipation for scheduled activities 2cYT-2 Respond to familiar sequences and routines 2cYT-3 Recognize the end of an activity	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event.
By 36 months (3 years), most OLDER TODDLERS will	SED 2b Self-Regulation: Follows routines and transitions

2cOT-1 Describe what happens next in a routine 2cOT-2 Begin to connect past and present experiences 2cOT-3 Recognize the beginning and end of an activity 2cOT-4 Imitate a sequence for a routine during play 2cOT-5 Show understanding of words that describe time	SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2cYP-1 Describe the steps of a routine 2cYP-1 Recognize how past events relate to their circumstances 2cYP-1 Talk about past experiences/events 2cYP-1 Recall parts of a story or what happened during the day 2cYP-1 Use words that indicate time, but they may be inaccurate	SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2cOP-1 Use the posted schedule to describe the day’s activities 2cOP-2 Distinguish between events that happened in the past, present or future 2cOP-3 Talk about an event that happened or will happen 2cOP-4 Discuss past experiences or events in the correct sequence 2cOP-5 Use time vocabulary with some accuracy	SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events.

Approaches to Play and Learning (APL) Developing Skills and Attitudes for Success	
APL 1: Play	
APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	
By 9-12 months, most INFANTS will 1aI-1 Use a familiar object for a different purpose or in a different way 1aI-2 Imitate observed actions	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. 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.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Use objects for a real or imagined purpose 1aYT-2 Imitate or act out real life events	ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. 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.
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Use objects to represent something different 1aOT-2 Pretend to be somebody or something other than self	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. CA 4a Drama: Participates in dramatic and symbolic play 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.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Engage in make-believe play that mimics real-life experiences 1aYP-2 Coordinate play with another, beginning to assign roles 1aYP-3 Invent an imaginary friend	ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. 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 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Use props and create characters as part of pretend play 1aOP-2 Engage in elaborate and sustained imaginative play 1aOP-3 Distinguish between real life and fantasy	ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. CA 4a Drama: Participates in dramatic and symbolic 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.5 Uses a combination of real and imaginary props or characters to play out a scene.
APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	

By 9-12 months, most INFANTS will 1bI-1 Observe and seek to be near another baby or child 1bI-2 Engage in simple turn- taking 1bI-3 Engage in imitative play actions with adults	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Play near another child with different toys or activities 1bYT-2 Seek adult or peer audience during play 1bYT-3 Initiate imitative play games	ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Play alongside other children 1bOT-2 Share toys or materials with adult support 1bOT-3 Help a friend during a play experience	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. 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 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will	ATL 2b Flexibility & Play: Engages in play

1bYP-1 Interact with others to create play scenarios 1bYP-2 Begin to develop friendships, showing preferences for specific children 1bYP-3 Communicate interest in others' ideas through verbal and nonverbal means 1bYP-4 Express knowledge of everyday lives and culture through play	ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers 1bOP-2 Seek out specific children to engage in play experiences 1bOP-3 Take another's perspective 1bOP-4 Articulate values and "rules" through play	ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. SED 3b Social relationships: Develops relationships with peers SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
APL 2: Constructing, Organizing, and Applying Knowledge	
APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	
By 9-12 months, most INFANTS will 2aI-1 Focus attention on people or objects nearby	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.

2aI-2 Deliberately try to make things happen 2aI-3 Attend to different sights, sounds or people in the environment 2aI-4 Repeat action multiple times for enjoyment	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Focus attention on activities or people for a short period of time 2aYT-2 Repeat tasks and activities over and over again to achieve a goal 2aYT-3 Show interest in activities going on in the environment 2aYT-4 Show delight after a completed activity or act 2aYT-5 Demonstrate desire to complete tasks by self	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 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Focus on a task but may lose interest 2aOT-2 Repeat actions or events to gain mastery 2aOT-3 Attend to a selected activity in the environment 2aOT-4 Show delight in accomplishing a challenging task 2aOT-5 Complete a task from start to finish with adult support	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently,

2aYP-1 Maintain focus on a project over a period of time with adult support 2aYP-2 Try different ways to complete a task when something doesn't work 2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment 2aYP-4 Express satisfaction in a completed task 2aYP-5 Express goals and follow through with them.	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Stay focused on activities and tasks until completion 2aOP-2 Persist with task completion even after previous efforts have failed 2aOP-3 Stay engaged in an activity or task despite interruptions 2aOP-4 Generalize the success to another task 2aOP-5 Set simple goals that extend over time, make plans and follow through	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.
APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	
By 9-12 months, most INFANTS will 2bl-1 Demonstrate familiarity with routines, objects, and materials	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. SED 4a Problem-Solving: Solves problems

	SED 4a.1 Uses simple repeated actions or movements to solve a problem.
By 18-24 months, most YOUNG TODDLERS will 2bYT-1 Observe another's actions and replicate 2bYT-2 Anticipate the next step of a familiar routine or activity 2bYT-3 Use a variety of ways to meet a goal	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. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Notice similarities and differences between tasks 2bOT-2 Describe the sequence of a familiar routine 2bOT-3 Make choices to achieve a goal	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 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Consider different ways to approach the same task with adult help 2bYP-2 With adult support, develop the steps needed to complete a simple task 2bYP-3 Express short term goals or plans and follow through with them	SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
By 60 months (5 years), most OLDER PRESCHOOLERS will	SED 2b Self-Regulation: Follows routines and transitions

2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways 2bOP-2 Break down multi-part tasks into steps 2bOP-3 Independently identify and seek things needed to complete activities or tasks	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	
By 9-12 months, most INFANTS will 2cl-1 Notice effect of own actions when interacting with a variety of objects and people 2cl-2 Use an object in more than one way 2cl-3 Purposely complete actions to make something happen 2cl-4 Use an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. 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.
By 18-24 months, most YOUNG TODDLERS will 2cYT-1 Observe others' actions with objects and materials 2cYT-2 Use trial and error to complete a task 2cYT-3 Repeat action to produce an effect or response 2cYT-4 Experiment to find a solution to a problem	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. 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.
By 36 months (3 years), most OLDER TODDLERS will	SED 4a Problem-Solving: Solves problems

2cOT-1 Repeat action to obtain a specific effect 2cOT-2 Try a new way to solve a problem 2cOT-3 Purposely complete actions to make something happen 2cOT-4 Imitate others' actions to complete a task or activities	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. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2cYP-1 Experiment with similar actions on different objects 2cYP-2 Experiment with a variety of strategies to solve a problem 2cYP-3 Apply previously-successful strategies to complete a task 2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2cOP-1 Apply prior knowledge and experiences to new ideas and activities 2cOP-2 Describe the steps they will use to solve a problem 2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it 2cOP-4 Ask specific questions of adult or peer to solve a problem	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. 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.
APL 3: Wonderment and Investigation	
APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	

By 9-12 months, most INFANTS will 3aI-1 Show interest and excitement while exploring new experiences in familiar settings 3aI-1 Explore materials by using their senses 3aI-1 Reach for the same objects or toys repeatedly 3aI-1 Try a new action with a familiar object	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. 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.
By 18-24 months, most YOUNG TODDLERS will 3aYT-1 Delight in finding new properties and uses for familiar objects and experiences 3aYT-2 Gesture to adults to describe or name new objects or toys 3aYT-3 Indicate preferences for objects or activities 3aYT-4 Delight in finding different and unique ways to use familiar objects	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. 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.
By 36 months (3 years), most OLDER TODDLERS will 3aOT-1 Invent new uses for materials other than those originally intended 3aOT-2 Ask short questions to learn new information and show interest in routines and daily activities 3aOT-3 Be insistent about preferences	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. 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.

3aOT-4 Express joy or satisfaction through simple, actions, gestures, and words	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3aYP-1 Demonstrate willingness to participate in both familiar and new experiences 3aYP-2 Ask questions to obtain clarification 3aYP-3 Make choices and complete some independent activities 3aYP-4 Discover things that amaze them and seek to share them with others	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. 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 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3aOP-1 Show eagerness to learn about and discuss new topics, ideas, and tasks 3aOP-2 Ask questions to understand a new concept 3aOP-3 Show independence and purpose when making choices. 3aOP-4 Use complex and varied language to share ideas and influence others during play 3aOP-5 Select and carry out activities without adult prompting	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon.

APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	
By 9-12 months, most INFANTS will 3bl-1 Look to adults for reassurance when trying new things 3bl-2 Notice changes in the environment 3bl-3 Try to do things that are hard (such as crawl or walk) looking to adults for reassurance 3bl-4 Seek to discover where something was and where it might be (object permanence)	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
By 18-24 months, most YOUNG TODDLERS will 3bYT-1 Move away from an adult to try new things but check in frequently 3bYT-2 React to unexpected events with laughter or interest 3bYT-3 Show interest in toys that offer a challenge and try to figure out how they work and how to use them 3bYT-4 Seek new experiences that create joy and excitement	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
By 36 months (3 years), most OLDER TODDLERS will 3bOT-1 Explore environment freely with an adult nearby 3bOT-2 Transition to new activities with adult encouragement 3bOT-3 Demonstrate a willingness to participate in new experiences	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. 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.

3bOT-4 Accept changes in plans and schedules with minimal opposition	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3bYP-1 Choose to participate in an increasing variety of familiar and new experiences 3bYP-2 Ask to participate in new experiences they have observed or heard about 3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking 3bYP-4 Try different roles or play approaches with adult support	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3bOP-1 Approach new experiences, topics, and ideas with interest 3bOP-2 Express a belief that they can do things that are hard 3bOP-3 Try things they are not sure they can do while avoiding dangerous risks 3bOP-4 Take on new roles in a group setting	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Science Exploration and Knowledge (SEK) Exploring the World Around Me	
SEK 1: Science Concepts	

SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	
By 9-12 months, most INFANTS will 1aI-1 Use senses to explore objects 1aI-2 Show interest in a variety of objects, materials and activities 1aI-3 Handle and manipulate objects to learn about them 1aI-4 Repeat action to learn about its impact	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.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Use the five senses to observe and explore objects in the environment 1aYT-2 Notice that something happens as a result of an action 1aYT-3 Interact with materials and the environment to learn new ideas 1aYT-4 Repeat actions to achieve a desired effect	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. 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.
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Use the senses to describe objects, people, or actions 1aOT-2 Use observation and experimentation to answer questions 1aOT-3 Ask questions to find out why 1aOT-4 Show understanding of cause and effect	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 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.

By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Identify and differentiate the five senses 1aYP-2 Make predictions based on past experiences 1aYP-3 Participate in experiments to learn new information 1aYP-4 Discuss potential cause and effect relationships	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Use the five senses to collect information 1aOP-2 Try new approaches when results differ from what is expected 1aOP-3 Form conclusions based on observable actions or results 1aOP-4 Predict outcomes based on cause and effect, “If I...., then I....”	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	
By 9-12 months, most INFANTS will 1bl-1 Show interest and curiosity in the world 1bl-2 Indicate basic needs through crying 1bl-3 Explore and discover different body parts 1bl-4 Respond to characteristics of living things	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet.
By 18-24 months, most YOUNG TODDLERS will	SCI 2a Natural & Earth Science: Understands living and nonliving things

1bYT-1 Explore a variety of living and non-living things 1bYT-2 Verbalize needs through short phrases 1bYT-3 Show or use specific body parts when asked by adult 1bYT-4 Differentiate between adults and babies	SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Explore the characteristics of living and non-living things 1bOT-2 Show understanding that plants and animals have basic needs 1bOT-3 Name body parts 1bOT-4 Observe plants' and animals' growth and change over time	SCI 2a Natural & Earth Science: Understands 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 living things have needs. Identifies if an object can grow, eat or move. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Sort living and non-living things by one or more basic characteristics 1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive 1bYP-3 Explore the function of body parts 1bYP-4 Explain how plants and animals change over time	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.4 Demonstrates an understanding that all living things 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. PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Describe differences between living and non-living things	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

1bOP-2 Describe how living things interact with the environment and its conditions to survive 1bOP-3 Describe the functions of body parts 1bOP-4 Describe the predictable patterns for life cycles of plants and animals	SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain.
SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	
By 9-12 months, most INFANTS will 1cl-1 Explore and discover the motion of objects 1cl-2 Handle objects to learn about their characteristics or properties	SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment.
By 18-24 months, most YOUNG TODDLERS will 1cYT-1 Explore the ways in which objects move 1cYT-2 Begin to categorize objects according to their attributes 1cYT-3 Explore the properties of liquids and solids	SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
By 36 months (3 years), most OLDER TODDLERS will 1cOT-1 Explore different ways that familiar objects can move or be moved 1cOT-2 Describe the physical attributes of objects	SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3b Physical Science: Explores the physical properties of materials

1cOT-3 Categorize objects as liquid or solid	SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1cYP-1 Notice strategies that impact how balls, cars, and other objects can change speed 1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color 1cYP-3 Investigate and identify the differences between liquids and solids 1cYP-4 Explore the properties of light and sound, with adult guidance	SCI 3a Physical Science: Explores forces and motion SCI 3a.4 Explains how vehicles, animals or people move. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1cOP-1 Experiment with cars, balls, and other objects to determine which is faster 1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences 1cOP-3 Describe characteristics of solids and liquids 1cOP-4 Investigate the properties of light and sound	SCI 3a Physical Science: Explores forces and motion SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	
By 9-12 months, most INFANTS will 1dI-1 Explore textures and sounds found in nature	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.

1dI-2 Enjoy water play 1dI-3 Show interest in the earth and sky 1dI-4 Respond to changes in the temperature (weather)	SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
By 18-24 months, most YOUNG TODDLERS will 1dYT-1 Use basic tools to explore soil and sand 1dYT-2 Engage in water play with tools such as cups and sieves 1dYT-3 Show interest or recognize objects that are in the sky 1dYT-4 Recognize different weather types 1dYT-5 Begin to differentiate day from night	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 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
By 36 months (3 years), most OLDER TODDLERS will 1dOT-1 Explore the properties of soil and sand 1dOT-2 Begin to explore the properties of water through play 1dOT-3 Name objects in the sky: stars, sun, moon, clouds	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 3b Physical Science: Explores the physical properties of materials

1dOT-4 Match clothing needs to appropriate season or weather with adult assistance 1dOT-5 Draw pictures that represent day or night	SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1dYP-1 Describe the properties of earth materials, soil, and sand 1dYP-2 Investigate the properties of water through experimentation 1dYP-3 Differentiate day and nighttime objects in the sky 1dYP-4 Describe changes in weather or seasons over time 1dYP-5 Describe daytime and nighttime activities	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1dOP-1 Compare and contrast the properties of natural materials, soil, and sand 1dOP-2 Describe the properties and changes of water 1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars 1dOP-4 Explain how weather and its changes impact daily life 1dOP-5 Describe the day and night cycle	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	

By 9-12 months, most INFANTS will 1eI-1 Demonstrate joy in being outside	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.
By 18-24 months, most YOUNG TODDLERS will 1eYT-1 Show interest in nature 1eYT-2 Show an understanding of trash or things that need to be discarded	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. 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.
By 36 months (3 years), most OLDER TODDLERS will 1eOT-1 Respond to changes in the natural environment 1eOT-2 Participate in daily clean-up activities with adult direction 1eOT-3 Participate in simple activities to protect the environment	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will	SCI 2a Natural & Earth Science: Understands living and nonliving things

1eYP-1 Recognize unique features in the environment 1eYP-2 Participate in activities that keep the environment clean 1eYP-3 Describe ways to protect the environment 1eYP-4 Differentiate the habitats where species live	SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1eOP-1 Describe how changes to the environment occur 1eOP-2 Discuss how actions positively and negatively impact the environment 1eOP-3 Demonstrate conservation as part of daily routines 1eOP-4 Describe the features of habitats that species need for life	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.5 Identifies current season and explains how weather affects personal life. SCI 2b.6 Explains that different places have disparate kinds of weather and climates.
SEK 2: Technology	
SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	
By 9-12 months, most INFANTS will 2aI-1 Manipulate toys, often with a purpose	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Explore the use of simple tools to get results	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.

2aYT-2 Explore simple technology tools	
2aYT-3 Observe the function of technology tools in the environment	
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Use simple tools to build knowledge and obtain a result 2aOT-2 Include technology tools or toys during play 2aOT-3 Identify different types of technology	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2aYP-1 Use tools to solve problems 2aYP-2 Use a variety of simple technology tools with purpose 2aYP-3 Talk about the ways in which specific technology tools are used	SCI 4 Technology: Uses tools and technology to perform tasks 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Use or adapt appropriate tools and materials to create or solve problems 2aOP-2 Use technology tools to seek out information or an answer to a problem 2aOP-3 Explain the purposes of specific technology tools	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	
By 9-12 months, most INFANTS will	—

Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	
By 18-24 months, most YOUNG TODDLERS will Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	—
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Begin to differentiate real and pretend 2bOT-2 Answer questions about whether events or ideas would really happen	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. 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Identify real and pretend in stories or movies 2bYP-2 Relate events or characters in a story to ones in real life 2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information 2bYP-4 Predict what might be inside a package or a story based on pictures or appearance 2bYP-5 Ask questions about a story to gain more information or clarity	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 4 Technology: Uses tools and technology to perform tasks SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.

By 60 months (5 years), most OLDER PRESCHOOLERS will 2bOP-1 Differentiate between real or pretend objects or situations 2bOP-2 Discuss if information is realistic or could actually happen 2bOP-3 Describe the specific uses for technology tools 2bOP-4 Identify differences between packaging and what's inside 2bOP-5 Discuss the ways one can find out more information	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. 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.
SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	
By 9-12 months, most INFANTS will Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	—
By 18-24 months, most YOUNG TODDLERS will Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	—

By 36 months (3 years), most OLDER TODDLERS will 2cOT-1 Use the computer or other digital media with adults' permission and guidance	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2cYP-1 Follow rules for safe use of digital media 2cYP-2 Share use of technology to play a game or find out information 2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms	SCI 4 Technology: Uses tools and technology to perform tasks 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. PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2cOP-1 Identify appropriate and inappropriate use of digital media 2cOP-2 Collaborate with others to create a product or investigate information 2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. PD 3 Safety: Demonstrates safe practices PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	
By 9-12 months, most INFANTS will Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	—
By 18-24 months, most YOUNG TODDLERS will Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *	—
By 36 months (3 years), most OLDER TODDLERS will 2dOT-1 Follow adult-directed steps to solve a simple problem 2dOT-2 Identify similarities patterns in the way things are designed, how they look or what they represent, with adult guidance	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2dYP-1 Accept adult support to identify the steps of a problem solution 2dYP-2 Find patterns or similarities in the environment or in objects	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.4 Copies, creates and extends AB patterns.

2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem)	LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2dOP-1 Break down the steps of a problem or activity (Decomposition) 2dOP-2 Extend and create design patterns (Pattern Recognition) 2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms) 2dOP-4 Assist teacher in sorting needed and unneeded information	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. LLD 1b Listening: Follows directions LLD 1b.5 With prompting, follows multi-step directions given verbally
SEK 3: Engineering Processes	
SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	
By 9-12 months, most INFANTS will 3I-1 Explore toys that move 3I-1 Stack objects	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. 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.
By 18-24 months, most YOUNG TODDLERS will 3YT-1 Use simple machines in play 3YT-2 Notice characteristics of structures	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. 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.

By 36 months (3 years), most OLDER TODDLERS will 3OT-1 Explore the way simple machines operate during play 3OT-2 Build structures that involve stability and motion 3OT-3 Create representations of structures	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3YP-1 Explain how a machine operates to complete a task 3YP-2 Build structures that deliberately experiment with stability and motion 3YP-3 Draw or illustrate objects or experiences based on observations or interactions 3YP-4 Follow a set of sequential instructions to arrive at an answer (coding)	SCI 4 Technology: Uses tools and technology to perform tasks 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. SCI 3a Physical Science: Explores forces and motion SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. M 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.
By 60 months (5 years), most OLDER PRESCHOOLERS will	SCI 4 Technology: Uses tools and technology to perform tasks

3OP-1 Use unique materials to create a simple machine 3OP-2 Follow a visual plan to create a structure 3OP-3 Create detailed observational drawings that represent objects 3OP-4 Follow directional cues to accomplish a task	SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. M 2a Spatial Awareness: Understands how objects move in space. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
Mathematical Thinking (MAT) Exploring, Processing, and Logical Reasoning	
MAT 1: Numbers and Quantity	
MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	
By 9-12 months, most INFANTS will 1aI-1 Ask for “more” through gestures or respond to adults’ questions about wanting more 1aI-2 Give an adult two or more objects when asked for them by name 1aI-3 Line up objects in one hand with another object in another hand	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Use words that indicate understanding of quantity – more or all	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.

1aYT-2 Explore quantity through dumping and filling 1aYT-3 Identify more or less with a small number of items without counting	
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Use language to refer to amount and quantity, such as some, more, another, nothing (zero) 1aOT-2 Compare 2 groups of objects and tell which has more 1aOT-3 Subitize (immediately recognize without counting) up to two objects	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Understand that written numerals represent quantity, including zero (up to 5) 1aYP-2 Compare groups of objects and determine which has more or less when asked 1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects 1aYP-4 Identify some written numerals in the environment	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 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Understand that written numerals represent quantities of objects (up to 10) 1aOP-2 Compare groups of objects and tell which is same or different, more, less, or fewer	M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.

1aOP-3 Subitize (immediately recognize without counting) five or more objects 1aOP-4 Identify written numerals from zero (0) up to 10 1aOP-5 Match numerals with the correct number of objects, with assistance	M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal. M 1b Number Sense: Identifies and writes numerals M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.
MAT1b: Counting and Number Sense: Children will connect number names to quantities.	
By 9-12 months, most INFANTS will 1bI-1 Show interest in adult's counting movements and songs	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Rote count, not always in sequence (1, 3, 2)	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Rote count up to 5 in sequence 1bOT-2 Count backwards from 3 with assistance 1bOT-3 Place objects in one-to-one correspondence relationships during play 1bOT-4 Count out 1 or 2 objects when asked	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Rote count up to 10 in sequence 1bYP-2 Count backwards from 5	M 1a Number Sense: Verbally counts numbers M 1a.4 Verbally counts 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.

1bYP-3 Begin to demonstrate one-to-one correspondence up to 10 during daily routines 1bYP-4 Count out a specified number of objects up to 5	M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Rote count up to 20 in sequence 1bOP-2 Count backwards from 10 to 0 1bOP-3 Demonstrate one-to-one correspondence when counting objects placed in a row (one to 15 and beyond) 1bOP-4 Count out a specified number of objects up to 10 1bOP-5 Understand that the last number represents how many objects are in a group	M 1a Number Sense: Verbally counts numbers M 1a.5 Verbally counts to twenty. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.
MAT 2: Algebraic Thinking	
MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	
By 9-12 months, most INFANTS will 2aI-1 Hold one object and reach for another at the same time	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Notice changes in quantity of objects or look for a missing object	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
By 36 months (3 years), most OLDER TODDLERS will	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted.

2aOT-1 Demonstrate an understanding that “adding to” increases quantity 2aOT-2 With adult guidance, change the size of a set of objects by “adding to” or “subtracting from” during child-led play	M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2aYP-1 Demonstrate an understanding of addition or subtraction concepts during play or daily life 2aYP-2 Notice the size of a set by combining or taking away with adult support 2aYP-3 Understand that each successive number is one more	M 1e Number Sense: Addition and subtraction M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10). 2aOP-2 Independently change size of sets by combining or taking away 2aOP-3 Understand that each successive number name refers to a quantity that is one larger	M 1e Number Sense: Addition and subtraction M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.
MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	
By 9-12 months, most INFANTS will 2bl-1 Explore the characteristics of objects 2bl-2 Identify likes and dislikes in foods, sounds, and toys	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.

2bI-3 Touch and explore objects of different sizes and textures	
By 18-24 months, most YOUNG TODDLERS will 2bYT-1 Match two identical objects 2bYT-2 Sort objects by one attribute with adult assistance 2bYT-3 Compare simple objects	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Match two similar objects with one attribute 2bOT-2 Sort objects by one characteristic during child-led play 2bOT-3 Order objects according to size or shape	M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Match many objects according to one attribute 2bYP-2 Sort and place a group of objects with one attribute 2bYP-3 Order up to 5 objects according to an attribute	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 4b Measurement: Compares and orders M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2bOP-1 Match objects according to two or more attributes 2bOP-2 Sort and place in a series objects according to more than attribute 2bOP-3 Put up to 10 objects in order according to an attribute	M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 4b Measurement: Compares and orders M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.

2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways	
MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	
By 9-12 months, most INFANTS will 2cl-1 Respond with regularity to a daily routine 2cl-2 Explore objects with different characteristics	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. 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.
By 18-24 months, most YOUNG TODDLERS will 2cYT-1 Begin to predict events in the daily schedule 2cYT-2 Notice the same characteristics in different objects	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
By 36 months (3 years), most OLDER TODDLERS will 2cOT-1 Identify what comes next in the daily schedule or steps within a daily routine 2cOT-2 Recognize a simple pattern in the environment 2cOT-3 Repeat a simple 2-part pattern, clap-clap or clap-snap 2cOT-4 Understand the concept of “first”	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. 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. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.

By 48 months (4 years), most YOUNG PRESCHOOLERS will 2cYP-1 Recognize that the daily schedule repeats and is the same each day 2cYP-2 Notice a missing or different element in a pattern 2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car) 2cYP-4 Identify first and last	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. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2cOP-1 Identify differences in the daily schedule or routine 2cOP-2 Identify a pattern, and duplicate or extend 2cOP-3 Create a more complex pattern that includes different attributes 2cOP-4 Identify more complex ordinals, such as second, third, or next,	M 5 Patterns: Copies, creates and extends patterns M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. M 4b Measurement: Compares and orders M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
MAT 3: Spatial Reasoning and Geometry	

MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	
By 9-12 months, most INFANTS will 3aI-1 Watch how objects move 3aI-2 Explore how to make objects move or fit together 3aI-3 Explore space with body by rolling, crawling or climbing	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.
By 18-24 months, most YOUNG TODDLERS will 3aYT-1 Move objects in different ways to understand how they work 3aYT-2 Deliberately move objects to make them fit in spaces 3aYT-3 Move body in different ways	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.
By 36 months (3 years), most OLDER TODDLERS will 3aOT-1 Manipulate objects by moving them in different ways and directions 3aOT-2 Stack and build with objects intentionally to create something new 3aOT-3 Move body to show understanding of basic directionality	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3aYP-1 Manipulate objects by moving them to solve problems	M 2a Spatial Awareness: Understands how objects move in space.

3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new 3aYP-3 Follow basic directions about directionality and positioning self in relation to objects	M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3aOP-1 Visualize a spatial transformation 3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together 3aOP-3 Move body in different ways independently or following directions in response to music or song	M 2a Spatial Awareness: Understands how objects move in space. 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.5 Explains the location of an object in relation to another object.
MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	
By 9-12 months, most INFANTS will 3bl-1 Explore objects of different 2 dimensional (2D) and 3 dimensional (3D) shapes	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes.
By 18-24 months, most YOUNG TODDLERS will 3bYT-1 Match 2D and 3D shapes	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.
By 36 months (3 years), most OLDER TODDLERS will 3bOT-1 Recognize and name shapes: circle, triangle square, cone, sphere 3bOT-2 Notice basic shapes in the environment	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.

By 48 months (4 years), most YOUNG PRESCHOOLERS will 3bYP-1 Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone 3bYP-2 Identify and name shapes in play 3bYP-3 Combine shapes to make new shapes	M 3 Shapes: Identifies shapes and their characteristics M 3.4 Identifies four to six two-dimensional shapes.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes 3bOP-2 Visualize shapes by description and find them in the environment 3bOP-3 Complete complex shape puzzles	M 3 Shapes: Identifies shapes and their characteristics M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 2a Spatial Awareness: Understands how objects move in space. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.
MAT 4: Measurement and Data Analysis	
MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	
By 9-12 months, most INFANTS will 4aI-1 Engage with adult in measurement games 4aI-2 Play with toys of various shapes and sizes	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.
By 18-24 months, most YOUNG TODDLERS will 4aYT-1 Use basic size words such as big, little 4aYT-2 Explore measuring tools	M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects.

4aYT-3 Explore and identify, with adult support, the characteristics of objects	
By 36 months (3 years), most OLDER TODDLERS will 4aOT-1 Describe the length, weight, and height of objects 4aOT-2 Pretend to use measurement tools in play 4aOT-3 Make simple comparisons about two objects' size	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 4aYP-1 Order objects by an attribute 4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance 4aYP-3 Compare objects based on more than one attribute 4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. 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."
By 60 months (5 years), most OLDER PRESCHOOLERS will 4aOP-1 Order objects in a series according to size 4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects 4aOP-3 Compare objects by two or more attributes 4aOP-4 Show a beginning awareness of the concept of time as a sequence of events	M 4a Measurement: Measures and estimates M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4a.6 Makes logical estimates and uses measurement tools to check estimation. M 4b Measurement: Compares and orders M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.

4aOP-5 Use beginning skills of estimation in solving everyday measurement problems	SS 4 History & Sense of Time: Develops sense of time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	
By 9-12 months, most INFANTS will 4bl-1 Explore objects in the natural world to observe reaction 4bl-2 Seek objects that have disappeared or are out of reach	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. 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.
By 18-24 months, most YOUNG TODDLERS will 4bYT-1 Observe and imitate others to solve a problem 4bYT-2 Act on objects to gather information	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 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.

By 36 months (3 years), most OLDER TODDLERS will 4bOT-1 Try multiple approaches to solve a problem 4bOT-2 Take things apart and put back together	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve 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 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 4bYP-1 Plan ways to solve problems with adult support 4bYP-2 Ask or why, who, what, where questions 4bYP-3 With adult help, draw a conclusion based on data 4bYP-4 Participate in creating charts or graphs to represent data collection	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. 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 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. M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.
By 60 months (5 years), most OLDER PRESCHOOLERS will	SED 4a Problem-Solving: Solves problems

4bOP-1 Use trial and error to reach a solution to a problem 4bOP-2 Gather data to answer questions to problems 4bOP-3 Make a prediction based on data 4bOP-4 Interpret a chart or graph to explain data findings	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.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.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.
Language and Literacy (LLT) Understanding and Expressing by Speaking, Listening, Reading, and Writing	
LLT 1: Oral Language	
LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	
By 9-12 months, most INFANTS will 1aI-1 Respond to facial expressions and tones of voice 1aI-2 Recognize the spoken name of familiar objects 1aI-3 Turn head in response to hearing name called	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Show understanding by complying with simple commands	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.

1aYT-2 Point to characters or objects in a story when asked 1aYT-3 Respond with gestures to requests	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Understand and follow simple 1-step directions 1aOT-2 Respond to repeated words and phrases with gestures and body movements 1aOT-3 Respond to yes/no questions and recognize action words	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Understand and follow two-step directions 1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters 1aYP-3 Respond to what and where questions 1aYP-4 Listen attentively and participate in discussions in back and forth exchange	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Understand and follow multi-step directions 1aOP-2 Recall the events described in a story 1aOP-3 Respond to questions and extend answer to convey new, but related, thought	LLD 1a Listening: Understands and interprets language LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally.

1aOP-4 Attend to conversations and group discussions and respond on topic	
LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings, and needs to others.	
By 9-12 months, most INFANTS will 1bI-1 Coo/gurgle/babble/use jargon in vocal play 1bI-2 Communicate needs and feelings through non-verbal actions or basic sign language 1bI-3 Use sounds to indicate needs or wants 1bI-4 Mimic adult speech intonations	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 Mimics single sounds. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Combine gestures and words to communicate a thought 1bYT-2 Name familiar people and objects 1bYT-3 Answer yes/no questions 1bYT-5 Point to an object or person 1bYT-4 Speak about 10 -50 words 1bYT-6 Use appropriate vocal inflection when using true words and jargon	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 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Use phrases and sentences of 2-3 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.

1bOT-2 Repeat parts of songs 1bOT-3 Answer simple questions 1bOT-4 Use descriptive words when speaking 1bOT-5 Have a vocabulary of about 200 words 1bOT-6 Use simple questions to ask for things or gain information 1bOT-7 Speech is becoming more clear, familiar adults understand	LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Use phrases and sentences of 4-5 words 1bYP-2 Imitate songs and finger plays 1bYP-3 Respond to questions with detail 1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were) 1bYP-5 Have a vocabulary of about 500 words 1bYP-6 Use questions to ask for things or gain information. 1bYP-7 Produce developmentally appropriate phonemes/ sounds in words using mostly clear speech	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Combine 5-8 words together into sentences 1bOP-2 Engage in storytelling and pretend play, using oral language	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2c Communication: Uses sentence structure

1bOP-3 Answer questions with detailed and more abstract words and ideas 1bOP-4 Use mostly grammatically complex sentence structures 1bOP-5 Have a vocabulary of over 1000 words 1bOP-6 Ask specific questions to understand and solve problems. 1bOP-7 Produce four to five word phrases using clear and understandable speech	LLD 2c.5 Communicates in simple, complete sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
LLT1c: Social Rules of Language: Children will use, adapt, and follow the rules of language.	
By 9-12 months, most INFANTS will 1cl-1 Respond differently to different tones and voices 1cl-2 Use eye contact to engage in joint attention 1cl-3 Engage in vocal play turn- taking with others	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
By 18-24 months, most YOUNG TODDLERS will 1cYT-1 Respond to others' communications with gestures, facial expressions and body movement 1cYT-2 Pay attention to a speaker by pausing physical activity or shifting gaze to speaker 1cYT-3 Initiate and engage in communications with others, either vocally or nonverbally	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.
By 36 months (3 years), most OLDER TODDLERS will	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately.

1cOT-1 Use pauses and prompts to maintain a conversation 1cOT-2 Listen and pay attention to speaker by using eye contact and by asking questions 1cOT-3 Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns	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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact) 1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking) 1cYP-3 Engage in turn-taking conversation for at least 4 exchanges 1cYP-4 Know to use simpler language and tone with younger children	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1cOP-1 Listen and respond on topic with individuals and during group conversations 1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations 1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges 1cOP-4 Demonstrate conversational rules of language	LLD 1a Listening: Understands and interprets language LLD 1a.5 Listens and understands inferred requests. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.
LLT 2: Emergent Reading	

LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	
By 9-12 months, most INFANTS will 2aI-1 Attend to stories that have been read previously 2aI-2 Show interest in pictures in books	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.
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 With prompting and support, make sounds that relate to pictures in books 2aYT-2 Show preference for familiar stories 2aYT-3 Point to pictures of objects or characters when asked 2aYT-4 Point to a picture and look to adult to label it	LLD 6a Reading Comprehension: Responds to text 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.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Answer simple questions about the story 2aOT-2 Participate in shared reading experiences by asking questions and making comments 2aOT-3 Retell some events in a familiar story with modeling and assistance 2aOT-4 Use words to describe or name pictures when reading 2aOT-5 Recite simple phrases or words from a story 2aOT-6 Attend when an adult describes a new word or concept	LLD 6a Reading Comprehension: Responds to text 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.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.

By 48 months (4 years), most YOUNG PRESCHOOLERS will 2aYP-1 Use pictures to predict content 2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end) 2aYP-3 Retell or act out a familiar story with prompting 2aYP-4 Share likes and dislikes about a book 2aYP-5 Listen to and discuss informational text and literature 2aYP-6 Relate to concept or new word	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 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Identify characters and setting in a story 2aOP-2 Use title, pictures, and prior knowledge to predict story content 2aOP-3 Retell or act out a story in the correct sequence 2aOP-4 Make connections between stories and real-life experiences 2aOP-5 Answer questions about the characters and events in a story 2aOP-6 Generalize idea to another situation	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	
By 9-12 months, most INFANTS will 2bl-1 Listen to simple nursery rhymes, chants, and songs	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.

2bI-2 Experiment with sounds	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”
By 18-24 months, most YOUNG TODDLERS will 2bYT-1 Participate in familiar nursery rhymes, chants and sounds 2bYT-2 Play with different sounds, using them for different purposes	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Imitate sounds in nursery rhymes and songs 2bOT-2 Engage in word play with adults, such as using nonsense words or beginning rhymes 2bOT-3 Distinguish between words that sound alike 2bOT-4 Fill in words of familiar songs and finger plays	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 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants 2bYP-2 Decide whether or not words rhyme 2bYP-3 Substitute different beginning sounds in words 2bYP-4 Segment sentences into individual words with adult guidance	LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. 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 3c Phonological Awareness: Hears small units of sound

2bYP-5 Segment compound words with modeling and guidance	LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2bOP-1 Identify whether or not two words start or end with the same sound 2bOP-2 Produce rhyming words 2bOP-3 Isolate and match the initial sounds in words with adult guidance 2bOP-4 Segment words into syllables 2bOP-5 Identify words as separate units in a sentence 2bOP-6 Blend sounds with adult guidance	LLD 3a Phonological Awareness: Rhyme LLD 3a.5 Produces rhyming words when given a word. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound 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.
LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	
By 9-12 months, most INFANTS will Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.	—
By 18-24 months, most YOUNG TODDLERS will Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.	—

By 36 months (3 years), most OLDER TODDLERS will 2cOT-1 Understand that letters can be individually named 2cOT-2 Recognize the first or some letters in name 2cOT-3 Recognize logos or symbols in environmental print	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2cYP-1 Identify some alphabet letter names, especially those in name 2cYP-2 Point out own name in print 2cYP-3 Recognize words that start with the same letter as name or familiar word	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2cOP-1 Recognize about half of the upper and lower case letters of the alphabet 2cOP-2 Associate some letters of the alphabet with their specific sounds 2cOP-3 Identify words that start with the same letter as their name 2cOP-4 Visually discriminate letter shapes and formations 2cOP-5 Sort letters and find words that contain specified letters	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	
By 9-12 months, most INFANTS will	LLD 5 Concepts of Print: Uses print concepts and explores books and other text

2dI-1 Show interest in books by touching, mouthing 2dI-2 Attend to shared book reading 2dI-3 Imitate adults' reading by pointing to pictures and trying to turn pages	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.
By 18-24 months, most YOUNG TODDLERS will 2dYT-1 Select and ask for adult to read books 2dYT-2 Touch or identify pictures in books when asked 2dYT-3 Hold book and turn pages with adult assistance	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.2 Chooses and holds a book and looks intently at each page.
By 36 months (3 years), most OLDER TODDLERS will 2dOT-1 Select familiar books to begin to self-read 2dOT-2 With help, discriminate words from pictures on a page 2dOT-3 Hold book with two hands and turns pages 2dOT-4 Recognize familiar environmental print	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 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2dYP-1 Attend to different kinds of book genres 2dYP-2 Recognize that print represents written words and has meaning 2dYP-3 Hold book right side up and turn pages from right to left 2dYP-4 Show awareness of the function of environmental print	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 5.4 Distinguishes between pictures and words. Indicates where to start reading on a page.

2dYP-5 Know where to begin reading a story; point to title	
By 60 months (5 years), most OLDER PRESCHOOLERS will 2dOP-1 Select different kinds of literature 2dOP-2 Show beginning understanding of word and sentence structure 2dOP-3 Hold book correctly and read from beginning to end 2dOP-4 Read some environmental print 2dOP-5 Track words from left to right, top to bottom, page to page 2dOP-6 Know that books have titles, authors, and illustrators	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between pictures and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
LLT 3: Emergent Writing	
LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	
By 9-12 months, most INFANTS will 3I-1 Grasp and manipulate object when placed in hand	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and 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.
By 18-24 months, most YOUNG TODDLERS will 3YT-1 Use full hand grasp (palmar grasp) to hold crayon 3YT-2 Make random scribbles on paper	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. LLD 7a Writing: Emergent writing

	LLD 7a.2 Makes random marks or draws with writing tools. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
By 36 months (3 years), most OLDER TODDLERS will 3OT-1 Begin to grasp writing tool with thumb and fingers 3OT-2 Scribble with intent to represent something observed and/or convey a message 3OT-3 Make repeated marks on paper to represent lines and circles 3OT-4 Show interest in writing for a purpose	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, stacks, twists and pulls objects with one or both hands. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3YP-1 Use a 3-finger grasp 3YP-1 Create letter-like symbols to represent a word or idea 3YP-1 Write some letters 3YP-1 Experiment with a variety of writing tools and materials	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

By 60 months (5 years), most OLDER PRESCHOOLERS will 3OP-1 Use a dominant hand for writing 3OP-2 Use writing for a variety of purposes 3OP-3 Write some letters of the alphabet, including name 3OP-4 Begin to use inventive spelling using a letter to represent a word	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing 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.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Creative Arts (CRA) Expressing Feelings and Ideas through Art, Music, Movement and Drama	
CRA 1: Visual Arts	
CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	
By 9-12 months, most INFANTS will 1I-1 Show interest in visual stimuli 1I-2 Attend to bright and contrasting colors 1I-3 Hold, touch and experience different textures 1I-4 Use fingers, hands, and mouth to explore mediums	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.
By 18-24 months, most YOUNG TODDLERS will 1YT-1 Explore art materials	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.

1YT-2 Respond to visual arts such as photos in books and communicate preferences 1YT-3 Explore the differences in art materials, textures, and processes 1YT-4 Make marks with crayons, markers, and paints	CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.
By 36 months (3 years), most OLDER TODDLERS will 1OT-1 Use a variety of different types of visual art materials 1OT-2 Demonstrate preference for favorite colors 1OT-3 Use different types of materials and tools to mold and create products 1OT-4 Describe shapes or marks as a product or idea 1OT-4 Label ideas or objects within own drawing 1OT-6 Communicate preference for one piece of art over another	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 or symbols.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1YP-1 Use a variety of different types of art materials to create an end product 1YP-2 Explore the favorite color through art representation 1YP-3 Describe general features of artwork: color, shape, texture, lines 1YP-4 Create art that expresses individual creativity 1YP-5 Discuss own artistic creations	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. CA 3b Visual Arts: Develops visual art techniques CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.

1YP-6 Comment on another's artwork when asked a specific question about the work	
By 60 months (5 years), most OLDER PRESCHOOLERS will 1OP-1 Use a variety of art materials to represent an idea, feeling, or object 1OP-2 Explore variations of the same color and other colors 1OP-3 Create an end product that integrates color, shape, texture and lines 1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge 1OP-5 Discuss own artistic creations and those of others 1OP-6 Show appreciation for different art forms and the creative work of others	CA 3a Visual Arts: Expresses through 2D and 3D visual art 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.5 Uses artistic tools and media to create intentional designs or images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.
CRA 2: Music	
CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	
By 9-12 months, most INFANTS will 2I-1 Imitate adult sounds by babbling or making other vocalizations 2I-2 Make sounds with toys or objects, creating instruments 2I-3 Show interest and respond to different songs and chants	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.

By 18-24 months, most YOUNG TODDLERS will 2YT-1 Imitate sounds and movements to favorite songs or music 2YT-2 Use musical toys to intentionally produce sounds or music 2YT-3 Recognize and associate a particular song or sound with a particular meaning	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 or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
By 36 months (3 years), most OLDER TODDLERS will 2OT-1 Use sounds/words or their bodies to imitate sounds, beat or rhythm 2OT-2 Use rhythm instruments to experiment with rhythm and sound 2OT-3 Participate in simple songs and fingerplays 2OT-4 Respond to change in tone or melody	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 or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.) 2YP-2 Identify musical instruments by sight and sound 2YP-3 Repeat a short melody 2YP-4 Identify changes in tempo or tone when listening to music	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1c Music: Develops tone 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2OP-1 Describe differences in music types 2OP-2 Use musical instruments to make or replicate songs and sounds 2OP-3 Create and sing nonsense rhymes and songs 2OP-4 Replicate changes in tempo 2OP-5 Describe preferences for music types or instruments	CA 1a Music: Expresses through music 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.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
CRA 3: Movement & Dance	
CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	
By 9-12 months, most INFANTS will 3I-1 Respond to music by moving body 3I-2 Indicate enjoyment of music through body movements	CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways.
By 18-24 months, most YOUNG TODDLERS will 3YT-1 Spontaneously move body in response to music or sounds 3YT-2 Respond in creative ways when hearing music 3YT-3 Attempt to move body according to instructions in a song	CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

By 36 months (3 years), most OLDER TODDLERS will 3OT-1 Move body in different ways to different music and sounds 3OT-2 Move and dance to favorite songs and music 3OT-3 Follow simple movement directions while listening to music 3OT-4 Explore different ways to move with or without music	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 3YP-1 Move body to match different types of tempos and rhythms 3YP-2 Express feelings through dance or movement 3YP-3 Participate in guided movement games or songs 3YP-4 Make up simple dances or movement sequences 3YP-5 Indicate preferences for certain kinds of movement songs or music	CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.
By 60 months (5 years), most OLDER PRESCHOOLERS will 3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc. 3OP-2 Use creative movement to express concepts or ideas 3OP-3 Follow choreographed movement sequences 3OP-4 Translate ideas into movement 3OP-5 Watch with enjoyment when others dance or move creatively	CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 2b Dance & Movement: Develops movement techniques CA 2b.5 Follows a leader to perform a simple movement pattern. CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.

3OP-6 Attempt or participate in dances from around the world	SS 1c Culture & Community: Respects diversity SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
CRA 4: Drama & Acting	
CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	
By 9-12 months, most INFANTS will 4I-1 Imitate familiar actions, behaviors or sounds of others	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.
By 18-24 months, most YOUNG TODDLERS will 4YT-1 Experiment with voice inflections and sounds to indicate something else 4YT-2 Role play familiar events and routines, everyday situations during play 4YT-3 Use hats, pocketbooks, clothes for dress-up and simple role playing	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.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
By 36 months (3 years), most OLDER TODDLERS will 4OT-1 Pretend to be a person or an animal through movement, language, and/ or sounds 4OT-2 Create dramatic play scenarios based on real-life experiences 4OT-3 Use random objects to represent other object during play (e.g., block becomes a cell phone) 4OT-4 Participate in pretend play with other children	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.

By 48 months (4 years), most YOUNG PRESCHOOLERS will 4YP-1 Create various facial expressions and voice inflections when in character 4YP-2 Put together a set of pretend behaviors to represent an action or event 4YP-3 Use materials in creative and imaginative ways as part of dramatic play 4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)	CA 4a Drama: Participates in dramatic and symbolic play 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 4OP-1 Use various facial expressions and voice inflections when playing a character 4OP-1 Participate in dramatic play activities to express ideas and feelings 4OP-1 Initiate role-playing experiences and playing with props and costumes 4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry	CA 4a Drama: Participates in dramatic and symbolic 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.5 Uses a combination of real and imaginary props or characters to play out a scene.
Physical Development and Health (PDH) Growing Strong, Healthy and Resilient	
PDH 1: Motor Development	
PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength, and coordination of large muscles.	

By 9-12 months, most INFANTS will 1aI-1 Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing 1aI-2 Show increasing stability in non-locomotor skills through reaching, stretching and turning over 1aI-3 Master beginning movement skills such as creeping, crawling, scooting 1aI-4 Show beginning body awareness by exploring new positions and movements	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
By 18-24 months, most YOUNG TODDLERS will 1aYT-1 Show coordination and control of large muscle movements by throwing or kicking a large ball 1aYT-2 Demonstrate non-locomotor body movements such as shaking, wiggling, and turning 1aYT-3 Show control of simple body movements and postures such as walking or climbing stairs with help 1aYT-4 Show awareness of where their body is in relation to other objects and people in the environment	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
By 36 months (3 years), most OLDER TODDLERS will 1aOT-1 Use strength and control of large muscles to throw a large ball or to climb on playground equipment 1aOT-2 Participate in non-locomotor or activities that require stability such as swaying, stretching and twisting	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.

1aOT-3 Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/ under objects 1aOT-4 Demonstrate body and spatial awareness by negotiating and moving around objects and people	
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1aYP-1 Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball 1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning 1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping 1aYP-4 Understand the position or orientation of their bodies to other objects and people	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1aOP-1 Coordinate movements with accuracy such as throwing, catching, or kicking a ball 1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling, and stretching 1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping 1aOP-4 Move with an awareness of personal space	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.

PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control, and coordination of their small muscles.	
By 9-12 months, most INFANTS will 1bl-1 Examine objects and transfer them from one hand to another 1bl-1 Grasp object using the whole hand 1bl-1 Use hand to pat or shake objects	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.
By 18-24 months, most YOUNG TODDLERS will 1bYT-1 Use eye-hand coordination to manipulate objects, feed self, or fill containers 1bYT-2 Pick up small objects with index finger and thumb 1bYT-3 Stack 2-3 blocks or 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, stacks, twists and pulls objects with one or both hands.
By 36 months (3 years), most OLDER TODDLERS will 1bOT-1 Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles, or using simple shape sorters 1bOT-2 Use tools that require finger and hand control such as a large paintbrush or shovel 1bOT-3 Stack small blocks or put large pegs in pegboard	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 1bYP-1 Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.

1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware 1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough	PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
By 60 months (5 years), most OLDER PRESCHOOLERS will 1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another 1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler 1bOP-3 Build structures with small blocks or fit small objects into small holes	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
PDH 2: Healthy Living	
PDH2a: Healthy Habits: Children will show increasing independence in performing self-care tasks.	
By 9-12 months, most INFANTS will 2aI-1 Tolerate hands and face being washed teeth being brushed 2aI-2 Fuss to indicate a wet or soiled diaper 2aI-3 Cooperate in dressing activities such as raising arm to put on shirt 2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways 2aI-5 Participate in feeding routines	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. 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.

2aI-6 Try new foods	
By 18-24 months, most YOUNG TODDLERS will 2aYT-1 Cooperate for hand and face washing and tooth brushing 2aYT-2 Begin to communicate toileting needs 2aYT-3 Show interest in self-dressing 2aYT-4 Interact with adults in a variety of physical activities 2aYT-5 Use utensils and cup to self-feed 2aYT-6 Show interest in new foods as they are presented	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. 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.
By 36 months (3 years), most OLDER TODDLERS will 2aOT-1 Attempt to wash own hands and face and begins self-tooth brushing 2aOT-2 Attempt toileting with adult help 2aOT-3 Begin to dress and undress self by pulling up pants, removing socks and shoes 2aOT-4 Participate in physical activity that engages the arms and legs 2aOT-5 Show increasing proficiency in self-feeding 2aOT-6 Show preferences for foods	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 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.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2aYP-1 Wash hands and face and toothbrushes with adult guidance	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing

2aYP-2 Use bathroom for toileting needs with adult help 2aYP-3 Manage most dressing activities with adult support 2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods. 2aYP-5 Feed self independently; begin to pour and spread 2aYP-6 Differentiate between healthy and non-healthy foods	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 5 Nutrition: Follows healthy nutrition routines. 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.
By 60 months (5 years), most OLDER PRESCHOOLERS will 2aOP-1 Wash hands and face and toothbrushes independently 2aOP-2 Complete toileting independently 2aOP-3 Independently dress and undress self 2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time 2aOP-5 Open food items independently; cut with plastic knife 2aOP-6 Classify foods by their food groups	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules, and personal safety.	
By 9-12 months, most INFANTS will 2bl-1 Show discomfort when feeling unstable 2bl-2 Depend on adult for safety	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

2bI-3 Show separation and stranger anxiety	SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
By 18-24 months, most YOUNG TODDLERS will 2bYT-1 Accept redirection from adult about safe behaviors 2bYT-2 Rely on adult to follow safety rules 2bYT-3 Show strong response to separation from familiar adult	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
By 36 months (3 years), most OLDER TODDLERS will 2bOT-1 Differentiate between harmful and safe situations 2bOT-2 Use adult support to follow basic safety rules 2bOT-3 Differentiate between familiar people and strangers	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
By 48 months (4 years), most YOUNG PRESCHOOLERS will 2bYP-1 Exhibit increasing independence in following personal safety practices and routines 2bYP-2 Identify and follow basic safety rules with adult reminders 2bYP-3 Seek out trusted adults when feeling unsafe 2bYP-4 Identify body parts that are “no touch”	PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. 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. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

By 60 months (5 years), most OLDER PRESCHOOLERS will 2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings 2bOP-2 Articulate basic safety rules and explain why they are necessary 2bOP-3 Explain how others help keep us safe 2bOP-4 Explain what to do if someone attempts to touch private body parts 2bOP-5 Recognize signs and symbols that indicate danger	PD 3 Safety: Demonstrates safe practices PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
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Developmental Continuum of Skills

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

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

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

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

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

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

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