



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Connecticut Early Learning
Standards (CTELDS)**





The Experience Developmental Continuum of Skills

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

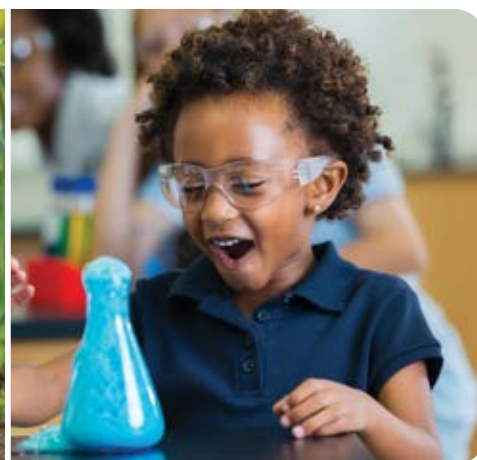
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Cognition	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
0-6 months C.6.1 Use senses to explore immediate environment	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
6-12 months C.12.1 Seek familiar people and/or objects that are not there	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.
12 - 18 months C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	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.
18 - 24 months C.24.1 Explore objects, activities and environments	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.
24 - 36 months C.36.1 Ask questions and seek answers from a variety of sources	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.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
3 to 4 years C.48.1 Explore and investigate a variety of experiences and topics using different materials	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.
4 to 5 years C.60.1 Investigate ways to make something happen	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.
Engagement with Environment, People and Object	
0-6 months C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.
6-12 months C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.

12 - 18 months C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.
18 - 24 months C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
24 - 36 months C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
3 to 4 years C.48.2 Maintain interest in exploring specific topics over time	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
4 to 5 years C.60.2 Express interest in learning about a specific topic over time C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.
Eagerness to Learn	
0-6 months C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	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. 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 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.
6-12 months C.12.3 Seek out new materials and experiences	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. 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 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.
12 - 18 months C.18.3 Explore new ways to use objects and observe results	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
18 - 24 months C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
24 - 36 months C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SCI 4 Technology: Uses tools and technology to perform tasks

	SCI 4.4 Explores simple tools or interacts with simple types of technology. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
3 to 4 years C.48.3 Seek out new challenges and novel experiences	ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
4 to 5 years C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. 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. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1c Self-Awareness: Completes tasks independently

	SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Cooperation with Peers in Learning Experiences	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years C.48.4 Engage in and complete learning activities with peers C.48.5 Help and cooperate in group	SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
4 to 5 years C.60.5 Plan and complete learning activity with a peer C.60.6 Model or teach peers how to use materials or complete a task	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. 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.
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
0-6 months C.6.4 Show interest in the results of their actions and “accidental” discoveries	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.
6-12 months C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes 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.
12 - 18 months C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	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. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
18 - 24 months C.24.4 Repeat actions over and over and notice results	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.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
24 - 36 months C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	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.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
3 to 4 years C.48.6 Manipulate materials and communicate about the impact of own actions	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. 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.
4 to 5 years C.60.7 Try multiple uses of same materials and observe differing results	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.5 Observes, describes and records a scientific phenomenon.
Attributes, Sorting and Patterns	

0-6 months C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
6-12 months C.12.5 Respond to new or novel objects with interest, recognizing differences	M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. 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.
12 - 18 months C.18.5 Match objects that are the same (simple categorizing)	M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
18 - 24 months C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.

	M 4b.3 Compares and orders two to three objects. Identifies the first object. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 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.
24 - 36 months C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. 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. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
3 to 4 years C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	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. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 6 Classification: Sorts and graphs

	M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature.
4 to 5 years C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less) C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will.) C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”)	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. 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. 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. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.6 Explains personal thoughts about familiar people, places and events. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.
Problem Solving	
0-6 months C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
6-12 months	SED 4a Problem-Solving: Solves problems

C.12.6 Use a variety of actions to obtain desired objects C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”)	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. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects.
12 - 18 months C.18.6 Purposefully experiment with the effects of new actions upon objects C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. 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.
18 - 24 months C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck) C.24.7 Take things apart and try to put them back together	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. 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 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.

24 - 36 months C.36.6 Use objects in new and unexpected ways to solve problems through trial and error C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.
3 to 4 years C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
4 to 5 years C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	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.
Symbolic Representation	
0-6 months N/A	
6-12 months N/A	
12 - 18 months C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog) C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	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.
18 - 24 months C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll) C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
24 - 36 months C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon) C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	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.
3 to 4 years C.48.10 Use or make a prop to represent an object (e.g., build a telephone) C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	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. 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. 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.
4 to 5 years C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand) C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure)	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. CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events. 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. 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.
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
0-6 months N/A	
6-12 months C.12.8 Indicate preferences nonverbally	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.

	SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.
12 - 18 months C.18.10 Indicate preferences by pointing and using one or two words	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.
18 - 24 months C.24.10 Indicate preferences using simple language	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.
24 - 36 months C.36.10 Make choices based on preferences	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision
3 to 4 years C.48.13 With adult assistance, choose activities and plan what to do	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision.
4 to 5 years	SED 1c Self-Awareness: Completes tasks independently

C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.7 Evaluates possible solutions and their consequences before acting.
Task Persistence	
0-6 months C.6.7 Repeat actions to obtain similar results	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.
6-12 months C.12.9 Practice an activity many times until successful	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
12 - 18 months C.18.11 Complete simple activities	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
18 - 24 months C.24.11 Complete simple activities despite frustration	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
24 - 36 months C.36.11 Complete self selected short-term activities many times to gain mastery	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.
3 to 4 years C.48.14 Continue working through moderately difficult activities, despite some frustration	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
4 to 5 years C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	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.
Cognitive Flexibility	
0-6 months N/A	
6-12 months N/A	
12 - 18 months C.18.12 Use objects in new and unexpected ways	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.
18 - 24 months	ATL 2a Flexibility & Play: Shows flexibility

C.24.12 Purposefully try multiple ways of using the same objects	ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. 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.
24 - 36 months C.36.12 Realize when something is not working and with adult assistance can try another approach	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
3 to 4 years C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	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. 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 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
4 to 5 years C.60.17 Generate or seek out multiple solutions to a problem	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. 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 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.
Working Memory	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.

	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.
24 - 36 months C.36.13 Remember where recently used objects were placed	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
3 to 4 years C.48.16 Engage in games that involve remembering (e.g., memory)	LLD 1b Listening: Follows directions LLD 1b.6 Follows multi-step directions given verbally. LLD 1b.7 Remembers and follows previous rules or directions given verbally. 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.
4 to 5 years LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")	LLD 1b Listening: Follows directions LLD 1b.8 Responds to verbal statements that have implied directions or requests. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. 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.
Regulation of Attention and Impulses	
0-6 months	

N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months C.24.14 Engage in interactions and self-selected activities for increasing length of time	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
24 - 36 months C.36.14 Maintain focus on high-interest activities in the face of routine distractions C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. 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.
3 to 4 years C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. 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.
4 to 5 years C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. 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.
Social and Emotional Development	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
0-6 months SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
6-12 months SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
12 - 18 months SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
18 - 24 months SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	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.
24 - 36 months SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	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.
3 to 4 years SE.48.1 Engage in interactions with less familiar adults	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.
4 to 5 years SE.60.1 Seek help and approval from a wider array of adults in trusted roles	SED 3a Social relationships: Develops relationships with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Managing Separation	
0-6 months SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
6-12 months SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
12 - 18 months SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
18 - 24 months SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
24 - 36 months SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
3 to 4 years SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.

4 to 5 years SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	SED 3a Social relationships: Develops relationships with adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
0-6 months SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
6-12 months SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	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.
12 - 18 months SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	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 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
18 - 24 months SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	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 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
24 - 36 months	SED 2a Self-Regulation: Manages feelings and behavior

SE.36.3 With adult support, use self soothing techniques to calm	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.
3 to 4 years SE.48.3 Use strategies to self-soothe with limited adult support	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.
4 to 5 years SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	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. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Regulation of Impulses and Behavior	
0-6 months SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.
6-12 months SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning) SE.12.5 Show anticipation and respond to familiar routines in their lives	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.

12 - 18 months SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices) SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	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 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.
18 - 24 months SE. 24.4 Accept some redirection from adults SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	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.
24 - 36 months SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult SE.36.5 Make transitions and follow basic routines and rules with adult supervision	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.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
3 to 4 years SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine) SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	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.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
4 to 5 years SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while	SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.

waiting for a special activity) SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	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.
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
0-6 months SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
6-12 months SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
12 - 18 months SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.
18 - 24 months SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.
24 - 36 months SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.
3 to 4 years SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.

4 to 5 years SE.60.8 Describe emotions and feelings to trusted adults and peers	SED 1d Self-Awareness: Identifies emotions. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Recognition and Response to Emotions in Others	
0-6 months SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	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.
6-12 months SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	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.
12 - 18 months SE.18.8 Recognize basic feelings in self and others SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	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.
18 - 24 months SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
24 - 36 months SE.36.7 Label a variety of emotions in pictures and others' expressions SE 36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	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.
3 to 4 years SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SED 3d Social relationships: Identifies and respects emotions of others

SE.48.8 Make connections between emotional reaction of others and own emotional experiences	SED 3d.4 Explains how and why someone may be feeling a certain emotion.
4 to 5 years SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) SE.60.10 Begin to understand that different people may have different emotional reaction	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
0-6 months SE.6.7 React when hearing their own name through movement or expressions SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	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.
6-12 months SE.12.8 Consistently respond to their name SE.12.9 Show awareness of body parts of self and others	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers.
12 - 18 months SE.18.10 Demonstrates self-awareness through response to name and use of “me” and “mine” SE.18.11 Recognize self in mirror	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and names basic body parts.

	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.
18 - 24 months SE.24.8 Identify own family members by relationship and/or name	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.
24 - 36 months SE.36.9 Identify self, family members, teacher and some peers by name	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.
3 to 4 years SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self.
4 to 5 years SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	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.
Personal Preferences	
0-6 months SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.
6-12 months SE.12.10 Develop preferences for food, objects, textures. May reject nonpreferred items (e.g., pushing them away)	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

12 - 18 months SE.18.12 Begin to communicate own likes and dislikes	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
18 - 24 months SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.
24 - 36 months SE.36.10 May want to keep what belongs to them close by and often will not want to share	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.6 Expresses and advocates for one's needs or personal preferences.
3 to 4 years SE.48.10 Recognize and describe themselves in terms of basic preferences	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.5 Describes and compares preferences of self and others. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self.
4 to 5 years SE.60.12 Describe self by referring to preferences, thoughts and feelings	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents.
Self-Concept and Competency	
0-6 months N/A	
6-12 months SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise) SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	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.
12 - 18 months	SED 1c Self-Awareness: Completes tasks independently

SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SED 1c.2 Attempts to do a familiar task or explore objects independently.
SE.18.14 React positively (e.g., smiles, claps) to accomplishments	
18 - 24 months SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.
24 - 36 months SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
3 to 4 years SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
4 to 5 years SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials SE.60.14 Show pride in accomplishments and abilities	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. SED 1a.6 Identifies own strengths and personal talents.
Strand E: Early learning experiences will support children to develop social relationships.	

Adult Relationships	
0-6 months SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
6-12 months SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling) SE.12.14 Notice the activity of adults and other children and attend closely	SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 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. M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.
12 - 18 months SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	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.
18 - 24 months SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 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 3c.3 Joins a group and participates in an activity when asked.
24 - 36 months SE.36.13 Enjoy sharing new experiences with familiar adults	SED 3a Social relationships: Develops relationships with adults. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
3 to 4 years SE.48.12 Communicate with familiar adults and accept or request guidance	SED 3a Social relationships: Develops relationships with adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
4 to 5 years SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	SED 3a Social relationships: Develops relationships with adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Play/ Friendship	
0-6 months SE.6.12 Notice other children and may touch, smile or coo to them	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
6-12 months SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
12 - 18 months SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	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. ATL 2b Flexibility & Play: Engages in play

	ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.
18 - 24 months SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
24 - 36 months SE.36.14 Seek out other children and will interact with other children using common materials SE.36.15 Show preference for certain peers over time although these preferences may shift	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. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play/
3 to 4 years SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project SE.48.14 Interact with a variety of children in the program	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. 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. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
4 to 5 years SE.60.16 Cooperate with peers through sharing and taking turns SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships SE.60.18 Seek help from peers and offer assistance when it is appropriate	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 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Conflict Resolution	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	

24 - 36 months N/A	
3 to 4 years SE.48.15 Seek and accept adult help to solve conflicts with peers	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4b Problem-solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision.
4 to 5 years SE.60.19 Engage in developing solutions and work to resolve conflict with peers	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. SED 4b Problem-solving: Responsible decision-making SED 4b.5 Makes independent choices based on rules and fairness.
Physical Development and Health	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility <i>*Children may use adaptive equipment or an assistive device to achieve independence on these indicators</i>	
0-6 months PH.6.1 Show head control when in any position and during transitional movement PH.6.2 Roll over, usually from both directions PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back	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.

PH.6.4 Push up and support weight on forearms when on stomach PH.6.5 Sit with support	
6-12 months PH.12.1 Get into sitting position on own and play while in this position PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	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.
12 - 18 months PH.18.1 Use walking as main means of mobility and pull toy when walking PH.18.2 Stand from a squat position using arms to push off floor PH.18.3 Creep up and down stairs	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18 - 24 months PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects PH.24.2 Begin to run PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
24 - 36 months PH.36.2 Walk up and down stairs alternating feet on steps with railing held PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	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.
3 to 4 years PH.48.1 Walk up and down stairs alternating feet while carrying an object	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.
4 to 5 years PH.60.1 Alternate direction while running and stop easily without losing balance	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.
Large Muscle Movement and Coordination	
0-6 months N/A	
6-12 months N/A	
12 - 18 months PH.18.4 Throw ball in forward direction	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
18 - 24 months PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
24 - 36 months PH.36.3 Catch and throw a playground ball with an adult short distance away PH.36.4 Jump with two feet PH.36.5 Kick a ball in forward direction	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
3 to 4 years PH.48.2 Combine several gross motor skills in an organized way, such	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

as moving through an obstacle course or participating in a creative movement activity following directives PH.48.3 Hop on one foot PH.48.4 Kick ball at target a short distance away with accuracy and speed PH.48.5 Throw small ball overhand at target a short distance away with accuracy	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.
4 to 5 years PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
0-6 months PH.6.6 Locate an object using vision or sound, reach and grasp the object PH.6.7 Follow an object with eyes across body, crossing the middle	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
6-12 months PH.12.4 Reach into containers or reach to activate a simple cause and effect toy PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
12 - 18 months PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.

18 - 24 months PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
24 - 36 months PH.36.6 Use common tools that require eyehand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
3 to 4 years PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	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.
4 to 5 years PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	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.
Small Muscle Movement and Coordination	
0-6 months PH.6.8 Use voluntary and purposeful movements to bring hands to mouth PH.6.9 Bring hands together while lying on back	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.
6-12 months PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together) PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

12 - 18 months PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
18 - 24 months PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
24 - 36 months PH.36.7 Use writing tools or paint objects with some control and purpose	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.
3 to 4 years PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
4 to 5 years PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	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.
Strand C: Early learning experiences will support children to acquire adaptive skills.	
Feeding Routines / Nutrition	

0-6 months PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
6-12 months PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self feeding and/ or using eating utensils	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.
12 - 18 months PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
18 - 24 months PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
24 - 36 months PH.36.8 Feed self with minimal spilling	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
3 to 4 years PH.48.8 Pour liquid from a small pitcher	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 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.
4 to 5 years PH.60.6 Use butter knife to spread and cut. Open most containers to	PD 2 Fine Motor: Builds strength and coordination of small movements

remove food	PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Safety and Responsibility	
0-6 months N/A	
6-12 months N/A	
12 - 18 months PH.18.8 Typically respond to adult requests to stop unsafe behavior	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
18 - 24 months PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24 - 36 months PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.
3 to 4 years PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.
4 to 5 years PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	PD 3 Safety: Demonstrates safe practices PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Dressing and Hygiene	

0-6 months N/A	
6-12 months PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	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.
12 - 18 months PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	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.
18 - 24 months PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	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.
24 - 36 months PH.36.10 Attempt to complete basic self care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	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.
3 to 4 years PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
4 to 5 years PH.60.8 Typically manage own dressing, toileting and basic hygiene	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Strand D: Early learning experiences will support children to maintain physical health status and well-being	

Physical Health Status	
0-6 months 6-12 months 12-18 months 18-24 months 24-36 months 3 to 4 years 4 to 5 years Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).	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 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases. 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. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.

	PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
Physical Activity	
0-6 months PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. 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 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
6-12 months PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	
12 - 18 months PH.18.10 Interact with caregivers in a variety of physical activity experiences	
18 - 24 months PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	
24 - 36 months PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	
3 to 4 years PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	
4 to 5 years PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	
Healthy Behaviors	

0-6 months 6-12 months 12 - 18 months 18 - 24 months Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	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 4a.3 With help, participates in self-care routines. 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. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
24 - 36 months PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
3 to 4 years PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
4 to 5 years PH.60.10 Identify healthy practices including hygiene, nutrition	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing

4 to 5 years S.60.4 Give evidence from observations or investigations S.60.5 Begin to distinguish evidence from opinion	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.
Strand B: Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months S.36.4 Gather information to help determine if something has been designed by humans	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.
3 to 4 years S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	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. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

	PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. 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.
Early Language, Communication, and Literacy (0-3) Language and Literacy (3-5)	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
0-6 months L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.
6-12 months L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	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.
12 - 18 months L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.
18 - 24 months L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language L 24.2 Point to familiar objects, people and body parts	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
24 - 36 months L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	LLD 1a Listening: Understands and interprets language

	LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
3 to 4 years L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.
4 to 5 years L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	LLD 1a Listening: Understands and interprets language LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.
Language Comprehension	
0-6 months L.6.2 Orient to the direction of sound or visual cues L.6.3 React when hearing own name or to positive facial expression	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.
6-12 months L.12.2 Can carry out simple requests (e.g., “wave bye-bye”)	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.
12 - 18 months L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.
18 - 24 months L.24.3 Respond to questions and follow simple directions	LLD 1b Listening: Follows directions. LLD 1b.2 With prompts and gestures, follows a one-step direction.
24 - 36 months L.36.2 Follow two step directions	LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally.
3 to 4 years L.48.2 Understand increasingly complex sentences that include 2 - 3	LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally.

concepts (e.g., “Put the blue paper under the box.”)	
4 to 5 years L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	LLD 1b Listening: Follows directions LLD 1b.5 With prompting, follows multi-step directions given verbally.
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
0-6 months L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
6-12 months L.12.3 Begin to use word approximations (e.g., “ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
12 - 18 months L.18.3 Begin to use words or conventional gestures to communicate L.18.4 Has a 20+ word vocabulary	LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.
18 - 24 months L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”) L.24.5 Use new words frequently to talk about familiar things or activities	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.

24 - 36 months L.36.3 Use nouns and verbs to label experiences, actions or events L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she) L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	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.
3 to 4 years L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she) L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
4 to 5 years L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Expression of Ideas, Feelings and Needs	
0-6 months L.6.5 “Talk” to self and others using various vocalizations	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
6-12 months L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.

	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
12 - 18 months L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
18 - 24 months L.24.6 Use words to request objects, have needs met or gain attention	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
24 - 36 months L.36.6 Use inflection in phrases or sentences to ask a question L.36.7 Comment on a variety of experiences, interactions or observations	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
3 to 4 years L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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.
4 to 5 years L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	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 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

	LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Language Structure	
0-6 months N/A	
6-12 months N/A	
12 - 18 months L.18.6 Increasingly use gestures and sounds in coordination to communicate	LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds
18 - 24 months L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.
24 - 36 months L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community L.36.9 Use speech that is mostly intelligible to familiar adults	LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.
3 to 4 years L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
4 to 5 years L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language	LLD 2c Communication: Uses sentence structure LLD 2c.5 Communicates in simple, complete sentences.

learning and/ or alternative grammar usage in home or community L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic context	
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
0-6 months L.6.6 Show interest in back and forth pretend games	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
6-12 months L.12.5 Begin to understand that a conversation is about taking turns	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
12 - 18 months L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
18 - 24 months L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges.
24 - 36 months L.36.10 Have conversations with adults and peers that include four or more exchanges	LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.
3 to 4 years L.48.10 Maintain a topic of conversation over the course of several turns	LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.

4 to 5 years L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	LLD 2b Communication: Uses conversational skills. LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation. LLD 2b.8 Asks for clarification about information or topics that occur during a conversation.
Language for Interaction	
0-6 months L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact L.6.8 Express pleasure as adults imitate the faces and sounds they make	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
6-12 months L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games L.12.7 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
12 - 18 months L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.
18 - 24 months L.24.9 Answer a basic question with a word L.24.10 Use language to express wants, needs, likes and dislikes to others	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange.
24 - 36 months L.36.11 Converse with adults and peers about common experiences or events	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.

3 to 4 years L.48.11 Answer simple who, what, where and why questions	LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges.
4 to 5 years L.60.10 Use language to share ideas and gain information	LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
0-6 months L.6.9 Respond to music, stories and pictures shared with an adult	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
6-12 months L.12.8 Engage with adults, showing shared attention to a book	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
12 - 18 months L.18.10 Point to preferred pictures in books or texts	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
18 - 24 months L.24.11 Point to named pictures; may name or comment on familiar pictures L.24.12 Chime in on nursery rhymes or repeat words or phrases from familiar stories	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.
24 - 36 months L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
3 to 4 years L.48.12 Select fiction and nonfiction books to be read and attend with interest	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
4 to 5 years	LLD 6a Reading Comprehension: Responds to text

L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
24 - 36 months L.36.14 Enjoy telling and retelling stories and information	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.
3 to 4 years L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.

4 to 5 years L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text) L.60.14 Use connections between self and character, experience and emotions to increase comprehension	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. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6a Reading Comprehension: Responds to text LLD 6a.6 With support, compares similarities between two texts. LLD 6a.7 Makes many text-to-text, text- to-self and text-to-real-world connections. Compares similarities and differences between texts.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months L.24.14 Hold book upright	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.
24 - 36 months L.36.15 Turn pages of a book	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.

3 to 4 years L.48.16 Look at pages of a book from left to right (or according to conventions of home language) L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
4 to 5 years L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) L.60.16 Know that books have titles, authors, illustrators or photographers L.60.17 Recognize words as a unit of print and that letters are grouped to form words	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.
Print Concepts	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	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.
3 to 4 years L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	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.
4 to 5 years L.60.18 Identify some familiar printed words out of context L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	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.
Letter Recognition	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years L.48.19 Recognize some letters especially those in one's own name	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.
4 to 5 years L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words L.60.21 Make some letter-sound connections	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
Strand F: Early learning experiences will support children to develop phonological awareness.	

Phonological Awareness	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”)	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones.
3 to 4 years L.48.20 Recognize rhyming words in songs, chants or poems L.48.21 Identify when initial sounds in words are the same L. 48.22 Distinguish individual words in a sentence	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.

	LLD 3c.4 Identifies and produces words that have the same beginning sound.
4 to 5 years L.60.22 Produce rhyming words or words that have same initial sound L.60.23 Recognize which words in a set of words begin with the same sound L.60.24 Distinguish syllables in words	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.
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
0-6 months N/A	
6-12 months N/A	
12 - 18 months L.18.11 Use writing tools to make scribbles	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.
18 - 24 months L.24.15 Use writing tools to make scribbles	LLD 7a Writing: Emergent writing

	LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person.
24 - 36 months L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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.3 Scribbles and draws marks as a representation of an object or person.
3 to 4 years L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others) L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. 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.
4 to 5 years L.60.25 Draw original stories with a beginning, middle and end L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	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	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	

0-6 months CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	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.
6-12 months CA.12.1 Show interest in singing, moving and dancing, using their body CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy) CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner)	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 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
12 - 18 months CA.18.1 Use instruments to explore rhythm and melody CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures) CA.18.3 Imitate parts of songs with words and/ or gestures	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1b Music: Develops 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.
18 - 24 months CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding) CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 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.
24 - 36 months CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm) CA. 36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music CA.36.3 Repeat parts of simple songs	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 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.
3 to 4 years CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music CA.48.2 Imitate or spontaneously sing an entire verse of song CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	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 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.

4 to 5 years CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.) CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) CA.60.4 Create music using their voices and/or a variety of instruments and materials	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. 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. CA 1c.6 Controls pitch when singing a familiar song.
Visual Arts	
0-6 months CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	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.
6-12 months CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	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.
12 - 18 months CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.
18 - 24 months CA.24.4 Use a wide variety of art materials and media (e.g., clay,	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.

dough, wet sand) for purposeful sensory exploration CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.
24 - 36 months CA.36.4 Create art in a variety of media with some control and own purpose	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
3 to 4 years CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	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 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.
4 to 5 years CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	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.
Drama	

0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
24 - 36 months CA.36.5 Engage in simple pretend play activities	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
3 to 4 years CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	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.
4 to 5 years CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic 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. CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.
Dance	
0-6 months N/A	
6-12 months CA.12.5 Respond to music with full 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.
12 - 18 months CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	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.
18 - 24 months CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts)	CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.

CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
24 - 36 months CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.
3 to 4 years CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	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. Move to the beat.
4 to 5 years CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)	CA 2a Dance & Movement: Expresses through dance CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.
Strand B: Early learning experiences will support children to	

explore and respond to creative works	
Appreciation of the Arts	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months CA.36.7 Describe or ask questions about a work of art CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. 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 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.
3 to 4 years CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details) CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. 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 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.
4 to 5 years CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	CA 3a Visual Arts: Expresses through 2D and 3D visual art 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.6 Demonstrates a variety of techniques using a given tool or medium.
Early Mathematical Discovery (0-3) Mathematics (3-5)	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
0-6 months N/A	
6-12 months N/A	
12 - 18 months M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.
18 - 24 months M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”)	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order.
24 - 36 months M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five.
3 to 4 years M.48.1 Say or sign the number sequence up to at least 10	M 1a Number Sense: Verbally counts numbers M 1a.4 Verbally counts to ten.
4 to 5 years M.60.1 Say or sign the number sequence	M 1a Number Sense: Verbally counts numbers M 1a.5 Verbally counts to twenty.
Cardinality	

0-6 months N/A	
6-12 months N/A	
12 - 18 months M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in an egg carton with one or several objects)	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures.
18 - 24 months M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	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.
24 - 36 months M.36.2 Count two to three objects using one-to-one correspondence	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.
3 to 4 years M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set M.48.3 Count out a set of objects up to four	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.
4 to 5 years M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set M.60.3 Count out a set of objects up to five	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
Written Numerals	
0-6 months N/A	
6-12 months N/A	

12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years M.48.4 Recognize written numerals up to at least five	M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.
4 to 5 years M.60.4 Recognize written numerals up to at least ten	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.
Recognition of Quantity	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months M.24.3 Name groups of one to two objects	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.
24 - 36 months M.36.3 Name and match a small collection of up to three objects	M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.
3 to 4 years M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	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.
4 to 5 years	M 1d Number Sense: Number quantities and comparison

M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	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.
Comparison	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months M.24.4 Compare collections that are quite different in size	M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.
24 - 36 months M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.
3 to 4 years M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	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.
4 to 5 years M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M 4b Measurement: Compares and orders M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
0-6 months	

N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”)	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted.
3 to 4 years M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.
4 to 5 years M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	M 1e Number Sense: Addition and subtraction M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
0-6 months N/A	

6-12 months N/A	
12 - 18 months N/A	
18 - 24 months M.24.5 Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”)	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.
24 - 36 months M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”)	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.
3 to 4 years M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	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.
4 to 5 years M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount) M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	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.
Data	
0-6 months N/A	
6-12 months	

N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	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.
4 to 5 years M. 60.11 Represent data using a concrete object or picture graph according to one attribute	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.
Sorting and Classifying	
0-6 months N/A	
6-12 months N/A	
12 - 18 months M.18.3 Match objects that are the same	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
18 - 24 months M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
24 - 36 months M.36.7 Sort on the basis of one attribute with adult support	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
3 to 4 years	M 6 Classification: Sorts and graphs

M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M 6.4 After sorting objects by one feature, sorts again by a different feature.
4 to 5 years M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
0-6 months N/A	
6-12 months N/A	
12 - 18 months M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
18 - 24 months M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
24 - 36 months M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.

3 to 4 years M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	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.
4 to 5 years M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.
Identification of Shapes	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.
24 - 36 months M.36.9 Match familiar shapes with different size and orientation	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.
3 to 4 years M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.
4 to 5 years M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size	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 3.6 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.

Composition of Shapes	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.
4 to 5 years M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	M 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
Early Scientific Inquiry (0-3) Science (3-5)	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
0-6 months	

6-12 months 12 - 18 months <i>See Curiosity and Initiative learning progression in Cognition</i>	
18 - 24 months S.24.1 Observe and make comments on things observed through the senses	SCI 1a Investigation & Inquiry: Asks questions and makes predictions SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
24 - 36 months S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”)	SCI 1a Investigation & Inquiry: Asks questions and makes predictions SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
3 to 4 years S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	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.
4 to 5 years S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)	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.
Investigating	
0-6 months 6-12 months 12 - 18 months 18 - 24 months <i>See Cause and Affect learning progression in Cognition</i>	
24 - 36 months S.36.2 Manipulate materials and comment on the impact of own actions	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.

3 to 4 years <i>S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials</i>	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
4 to 5 years <i>S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships</i> <i>S.60.3 Gather data by drawing, counting or otherwise documenting observation</i>	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.
Using Evidence	
0-6 months 6-12 months 12 - 18 months 18 - 24 months <i>See Personal Preferences learning progression in Social and Emotional Development</i>	
24 - 36 months S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
3 to 4 years S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	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 1a.7 Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.

4 to 5 years S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. 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.
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months S.24.2 Explore characteristics of different plants and animals	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
24 - 36 months S.36.5 Observe features of plants and animals and explore function of features	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
3 to 4 years S.48.5 Compare and contrast basic features of living things (e.g.,	SCI 2a Natural & Earth Science: Understanding living and nonliving things.

body parts and their uses) between and across groups S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
4 to 5 years S.60.7 Group and classify living things based upon features, providing evidence to support groupings S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	SCI 2a Natural & Earth Science: Understanding 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.
Living Things and Their Interactions with the Environment and Each Other	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months S.24.3 Observe living things	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
24 - 36 months S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
3 to 4 years S.48.7 Explore how animals depend upon the environment for food, water and shelter	SCI 2a Natural & Earth Science: Understanding living and nonliving things.

	SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
4 to 5 years S.60.9 Provide examples of how animals depend on plants and other animals for food	SCI 2a Natural & Earth Science: Understanding 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.
Strand D: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months S.24.4 Use trial and error to explore the way different objects move	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. 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 3a Physical Science: Explores forces and motion SCI 3a.2 Moves objects and observes the result.
24 - 36 months	SCI 1b Investigation & Inquiry: Observes, describes and records

S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Identifies different ways objects move, such as fast or slow.
3 to 4 years S.48.8 Investigate how objects' speed and direction can be varied	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 3a Physical Science: Explores forces and motion SCI 3a.4 Predicts how an object will move when pushed or pulled. SCI 3a.5 Experiments with how different surfaces affect the motion of objects.
4 to 5 years S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SCI 3a Physical Science: Explores forces and motion SCI 3a.6 Describes how forces like gravity affect objects.
Matter and its Properties	
0-6 months N/A	
6-12 months N/A	

12 - 18 months N/A	
18 - 24 months S.24.5 Observe simple attributes of materials (e.g., hard, soft)	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.
24 - 36 months S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.
3 to 4 years S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	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 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
4 to 5 years S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold).	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. 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.
Strand E: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	

0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months S.24.6 Observe natural features of the earth (e.g., land, rain)	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.
24 - 36 months S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	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.
3 to 4 years S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	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.
4 to 5 years S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.5 Identifies current season and explains how weather affects personal life.
Earth and Human Activity	
0-6 months N/A	
6-12 months	

N/A	
12 - 18 months N/A	
18 - 24 months S.24.7 Talk about different foods humans eat	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
24 - 36 months S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 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.
3 to 4 years S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. 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.

4 to 5 years S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. SCI 2a.7 Describes how a living thing's features and surroundings help it survive. 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.
Social Studies	
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.	
Individual Development and Identity	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.2 Demonstrate an understanding of self as part of a family	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SS 1a Culture & Community: Identifies community and family roles.

(e.g., parents, grandparents, siblings, caregivers)	SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
4 to 5 years SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Culture	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.
4 to 5 years SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter.)	SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.

	SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures. SS 1b.6 Explains the meaning and importance of traditions or customs of other people.
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
4 to 5 years SS.60.3 Demonstrate understanding of the reasons for rules and laws	SS 2a Civics & Economics: Follows rules, limits and expectations

in the home, cultural community and/or classroom	SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
People, Places and Environments	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	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. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.

4 to 5 years SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	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. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see.
Civic Ideals and Practices	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.7 Participate in jobs and responsibilities at home, classroom or	SS 1a Culture & Community: Identifies community and family roles.

community	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.
4 to 5 years SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	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.
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	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.

4 to 5 years SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	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.
Production, Distribution and Consumption	
0-6 months N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.
4 to 5 years SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	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.
Science, Technology and Society	
0-6 months	

N/A	
6-12 months N/A	
12 - 18 months N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.10 Understand the use of tools, including technology, for a variety of purposes	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.
4 to 5 years SS.60.9 Begin to be aware of technology and how it affects life	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. SCI 4.7 Experiments with familiar and unfamiliar tools or technology to achieve a variety of results. SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
0-6 months N/A	
6-12 months N/A	
12 - 18 months	

N/A	
18 - 24 months N/A	
24 - 36 months N/A	
3 to 4 years SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow) SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	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.
4 to 5 years SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	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. SS 4.6 Retells historical, fictional or past events or stories.



Developmental Continuum of Skills

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

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

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

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