



*Alignment of the*  
**Experience Developmental  
Continuum of Skills**  
*with*  
**Rhode Island Early Learning  
and Development Standards**





## The Experience Developmental Continuum of Skills

This document details the alignment of the **Rhode Island Early Learning and Development Standards**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

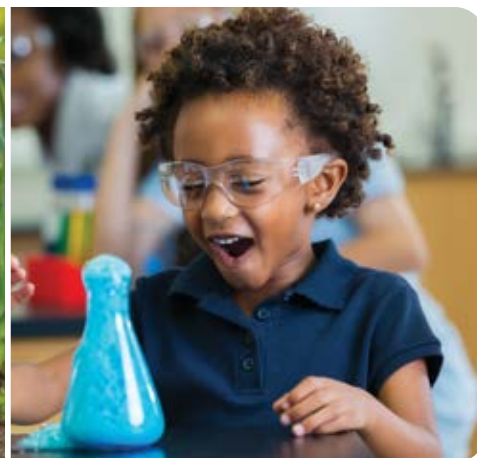
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit [www.experiencecurriculum.com](http://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.



| Physical Health and Motor Development (PH)                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Component 1: Health and Safety Practices                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Standard 1.a: Children engage in structured and unstructured physical activity.                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>0-9 months</b></p> <p>Sustain physical activity for at least three to five minutes at a time</p> <p>Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)</p>                         | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br/> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/> CA 2b.1 Moves body in a variety of ways.</p>                                                                                                      |
| <p><b>9-18 months</b></p> <p>Participate in active physical play with an adult</p> <p>Watch and often run when they see older children running</p> <p>Attempt to try new games and toys</p> <p>Stand with feet wide apart and sway to the sound of music</p> | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br/> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.<br/> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/> CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p> |
| <p><b>18-24 months</b></p> <p>Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)</p> <p>Back into a chair to sit down</p> <p>Squat while playing</p> <p>Carry a large toy while walking or playing</p>      | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br/> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.<br/> PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/> CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p>                      |

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| Run after older children who are running                                                                                                                                                                                                                          | CA 2b.3 Follows the movements of others. Explores personal space and direction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>24-36 months</b><br><br>Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day<br><br>Participate in outdoor play<br><br>Try new games and toys without assistance<br><br>Actively participate in games and dances | <b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.<br>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.<br><br><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br>CA 2b.3 Follows the movements of others. Explores personal space and direction.<br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. |
| <b>36-48 months</b><br><br>Carry bags or objects over short distances<br><br>Practice kicking, throwing, and running                                                                                                                                              | <b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.<br>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.<br><br><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.                                                                                     |
| <b>48-60 months</b><br><br>Increase their amount of play and activity, using more muscles and for longer periods of time (e.g., at least 60 minutes total each day)                                                                                               | <b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b><br>PD 1.6 Changes direction and speed of movement.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Standard 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>0-9 months</b></p> <p>Express discomfort or anxiety in stressful situations</p> <p>Demonstrates a recognition of the difference between their primary caregiver and a stranger</p>                                                                                     | <p><b>PD 3 Safety: Demonstrates safe practices</b><br/>PD 3.1 Reacts to unexpected noises, lights or sights.</p> <p><b>SED 3a Social relationships: Develops relationships with adults</b><br/>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.1 Responds to and recognizes primary caregivers.<br/>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p>                                                           |
| <p><b>9-18 months</b></p> <p>Sometime respond appropriately to redirection given by an adult caregiver</p>                                                                                                                                                                   | <p><b>PD 3 Safety: Demonstrates safe practices</b><br/>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>LLD 1b Listening: Follows directions</b><br/>LLD 1b.1 Responds to speaking in the environment and imitates actions.<br/>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/>SED 2b.1 Reacts to changes in tone of voice or expression.<br/>SED 2b.2 Participates in familiar routines and transitions with support.</p> |
| <p><b>18-24 months</b></p> <p>Respond appropriately to redirection by adults unless too caught up in a game or emotion</p> <p>Demonstrate a beginning understanding when adults communicate “stop” or “danger” in their home language by stopping or listening to adults</p> | <p><b>PD 3 Safety: Demonstrates safe practices</b><br/>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p><b>LLD 1b Listening: Follows directions</b><br/>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/>SED 2b.2 Participates in familiar routines and transitions with support.</p>                                                                                                                                           |

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| Hold hands briefly with adults when walking but often break contact when distracted by another person or object                                                                                                                                                                                                                                                                                                          | SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>24-36 months</b><br><br>Recognize or identify some harmful or unsafe objects and situations<br><br>Stop a behavior in response to direction by an adult<br><br>Understand and participate in the routine of holding hands with an adult when walking in public places<br><br>Seek an adult's help in some unsafe or dangerous situations<br><br>Follow emergency routines after adult instruction (e.g., fire drills) | <b>PD 3 Safety: Demonstrates safe practices</b><br>PD 3.3 Follows simple safety rules and avoids danger.<br>PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.<br><br><b>LLD 1b Listening: Follows directions</b><br>LLD 1b.3 Follows related two-step directions given verbally.<br><br><b>SED 2b Self-Regulation: Follows routines and transitions</b><br>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. |
| <b>36-48 months</b><br><br>Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation<br><br>Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed<br><br>Communicate what the consequences are of unsafe behaviors<br><br>With adult assistance, look both ways before crossing the street                              | <b>PD 3 Safety: Demonstrates safe practices</b><br>PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.<br>PD 3.5 Describes reasons for safety rules and reminds others to follow them.<br><br><b>SED 4b Problem-Solving: Responsible decision-making</b><br>SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break".                                                                                                   |
| <b>48-60 months</b><br><br>Follow safety rules with adult assistance<br><br>Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas<br><br>Understand the consequences of not following rules related to safety                                                                                                                                                                     | <b>PD 3 Safety: Demonstrates safe practices</b><br>PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.<br>PD 3.5 Describes reasons for safety rules and reminds others to follow them.<br><br><b>SED 4b Problem-Solving: Responsible decision-making</b>                                                                                                                                                                                                      |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b></p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Standard 1.c: Children develop self-help skills.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>0-9 months</b></p> <p>Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner</p> <p>Coordinate sucking and swallowing</p> <p>Assist with self-feeding by holding a bottle or breast; turn their head away when full</p> <p>Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)</p> <p>Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)</p> <p>Relax during bathing routines</p> <p>Babble or coo after diapering</p> <p>Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)</p> | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.1 Cries when hungry.</p> <p>PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p> <p>SED 2a.1 Calms with support from caregiver.</p> |
| <p><b>9-18 months</b></p> <p>Point to food when wanting more</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>Feed themselves finger foods</p> <p>Drink from a cup with some spilling</p> <p>Drink from a straw</p> <p>Use a spoon with some spilling</p> <p>Accept more involved care routines administered by adults (e.g., tooth brushing)</p> <p>Participate in handwashing with assistance</p> <p>Participate in dressing or attempt to dress themselves</p> <p>Remove some clothing</p> <p>Use signs, body language, or vocalizations to seek out help from an adult</p>     | <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b><br/>PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br/>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>                        |
| <p><b>18-24 months</b></p> <p>Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture</p> <p>Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture</p> <p>Participate in some self teeth-brushing while an adult is helping them brush their teeth</p> <p>Indicate choices in clothes and shoes by gesturing or using simple words</p> | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b><br/>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b><br/>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br/>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.</p> |

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| <p>Have limited control over bowels and bladder</p> <p>Use a tissue when offered by an adult to wipe nose, face, or hands</p>                                                                                                                                                                                                                                                                                                     | <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>24-36 months</b></p> <p>Understand the difference between food and non-food items</p> <p>Recognize when foods are new to them and choose whether to taste or not</p> <p>Cooperate and assist with tooth brushing</p> <p>Wash hands with assistance</p> <p>Attempt dressing and undressing</p> <p>Sit on a toilet</p> <p>Obtain and use tissues to wipe their nose, face, or hands</p> <p>Indicate when not feeling well</p> | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b><br/>PD 4a.3 With help, participates in self-care routines.<br/>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b><br/>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.<br/>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.2 Attempts to do a familiar task or explore objects independently.<br/>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.</p> |
| <p><b>36-48 months</b></p> <p>Help with mealtime routines, such as setting a table</p> <p>Brush their teeth with assistance from an adult</p> <p>Wash and dry hands with verbal prompts and support</p> <p>Use a toilet</p>                                                                                                                                                                                                       | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b><br/>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.<br/>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Cover their mouth when coughing</p> <p>Dress or undress with minimal assistance</p> <p>Put their shoes on but may need assistance tying them</p> <p>Choose their own clothes to wear</p>                                                                                                   | <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.4 When given two to three options, chooses their most desired option.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>48-60 months</b></p> <p>Help in preparing snacks and meals</p> <p>Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)</p> <p>Dress or undress</p> <p>Manage zippers, buttons, buckles, and Velcro</p> <p>Tell an adult caregiver when tired</p> | <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b><br/>PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.</p> <p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b><br/>PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.</p> <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br/>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.<br/>PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.6 Expresses and advocates for one's needs or personal preferences.</p> |
| Component 2: Gross Motor Development                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Standard 2.a: Children develop large-muscle control, strength, and coordination.</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>0-9 months</b></p> <p>Reach and play with toys while sitting</p> <p>Reach for objects and bring them to their mouth</p> <p>Pound on a table and other objects</p> <p>Roll both ways (front to back and back to front)</p> <p>Get into sitting position without help while lying down or crawling</p> <p>Sit without support</p> | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>                                                                           |
| <p><b>9-18 months</b></p> <p>Squat to pick up toys or other objects</p> <p>Jump with feet apart</p> <p>Carry a toy while walking</p> <p>Stand on one foot with assistance</p> <p>Pull up to a standing position</p>                                                                                                                   | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> |
| <p><b>18-24 months</b></p> <p>Bend or stoop over to pick up a toy or other object</p> <p>Pull toys behind themselves</p> <p>Climb onto and off couches, chairs, large rocks, or logs</p> <p>Roll a large ball</p>                                                                                                                     | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>                      |

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| <p>Toss a ball into a large container</p> <p>Sit on and move small-wheeled riding toys</p>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |
| <p><b>24-36 months</b></p> <p>Play “catch” using a large rubber ball</p> <p>Throw underhand with some direction</p> <p>Climb on outdoor play equipment</p>                                                                                                                                                                                                                                                                                                      | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> |
| <p><b>36-48 months</b></p> <p>Pedal a tricycle</p> <p>Aim and throw a ball overhand toward a target</p> <p>Bounce a ball</p> <p>Hit a stationary ball with a plastic or foam bat</p> <p>Use arms and legs in a coordinated manner to “pump” on a swing</p> <p>Jump off a bottom step or over small objects with two feet</p> <p>Fill and carry large containers across the yard or room, setting down frequently or with another child’s or adult’s support</p> | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>  |
| <p><b>48-60 months</b></p> <p>Catch a small ball with two hands</p> <p>Bounce a ball and catch it</p> <p>Aim and throw or kick a ball with some accuracy</p>                                                                                                                                                                                                                                                                                                    | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>  |

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| <p>Pull another child in a wagon on a path</p> <p>Move up and down on a climbing structure and hangs from a bar</p> <p>Fill and carry a large container with sand or water across the yard or room</p> |                                                                                                                                                                                                                                                                                                               |
| <b>Standard 2.b: Children develop traveling skills.</b>                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |
| <p><b>0-9 months</b></p> <p>Shift between lying down, sitting, and balancing on their hands and knees</p> <p>Crawl</p>                                                                                 | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>                                                                           |
| <p><b>9-18 months</b></p> <p>Move from one place to another by walking</p> <p>Sometimes run instead of walk</p> <p>Walk upstairs holding an adult's hand or crawl upstairs on hands and knees</p>      | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> |
| <p><b>18-24 months</b></p> <p>Run sturdily</p> <p>Walk up steps with some help</p> <p>Walk backwards</p> <p>Walk on tiptoes</p>                                                                        | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>                      |

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| <p><b>24-36 months</b></p> <p>Change direction while walking or running</p> <p>Stop suddenly after running (displaying increased coordination and regulation of large muscles)</p> <p>Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down</p> <p>Jump forward at least six inches</p> | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>                                                                                                                                                |
| <p><b>36-48 months</b></p> <p>Move in, under, and over objects in the environment with ease</p> <p>Run up to a ball and kick it while maintaining balance</p> <p>Walk or run around obstacles and corners</p> <p>Walk up and down stairs, alternating feet</p> <p>Understand the position or orientation of their body to other objects and people</p>               | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p><b>M 2b Spatial Awareness: Determines object location</b></p> <p>M 2b.5 Explains the location of an object in relation to another object.</p> |
| <p><b>48-60 months</b></p> <p>Hop forward on one foot without losing balance</p> <p>Walk along a beam or edge</p> <p>Gallop</p> <p>Skip</p>                                                                                                                                                                                                                          | <p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 1.6 Changes direction and speed of movement.</p>                                                                                          |

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| <p>Run with control and balance, making quick turns without losing speed and quick stops</p> <p>Demonstrate how their body can move forward, backward, left and right</p> <p>Demonstrate how their body can move fast or slow</p>                                                   |                                                                                                                                                                                                                                                                                                             |
| Component 3: Fine Motor Development                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             |
| <b>Standard 3.a: Children develop small-muscle control, strength, and coordination.</b>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |
| <p><b>0-9 months</b></p> <p>Hold onto a toy when it is handed to them</p> <p>Reach for, grasp, and shake things</p> <p>Bring hands and objects to their mouth</p> <p>Transfer a toy from one hand to another</p> <p>Pat, shake, or hit objects</p> <p>Mimic a hand clap or wave</p> | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.</p>                                                                                                                        |
| <p><b>9-18 months</b></p> <p>Turn the pages of books and point to pictures while being read to</p> <p>Hold objects in both hands</p> <p>Pick up very small objects with their index finger and thumb</p> <p>Bang two toys together</p>                                              | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.</p> |

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| <p>Play pat-a-cake without much help (such as someone moving their hands for them)</p> <p>Begin to stack two to three blocks</p>                                                                                                                                           |                                                                                                                                                                                                                                                                                               |
| <p><b>18-24 months</b></p> <p>Open cabinets, drawers, and boxes</p> <p>String large beads</p> <p>Turn containers over to empty out the contents</p> <p>Remove lids from containers</p> <p>Stack four to six large blocks/cubes</p> <p>Attempt snipping with scissors</p>   | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> |
| <p><b>24-36 months</b></p> <p>String large beads onto shoelaces</p> <p>Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.</p> <p>Put three or four pieces into a puzzle board</p> <p>Dig and scoop sand or water</p> <p>Use scissors with adult support</p> | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> |
| <p><b>36-48 months</b></p> <p>String medium-sized beads onto shoelaces</p>                                                                                                                                                                                                 | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>                                                                                       |

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| <p>Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)</p> <p>Use scissors with purpose</p> <p>With adult support, pour milk or spoon out fruit</p> <p>With adult support, zips clothes</p>                                                                         | <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p>                                                                                                                                                                                                            |
| <p><b>48-60 months</b></p> <p>Fold a piece of paper with accuracy and symmetry</p> <p>Works on puzzles of 10 or more pieces</p> <p>Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)</p> <p>Holds paper and makes precise cuts to cut out a square</p> <p>Button and zip clothes</p> | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> <p>PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.</p> |
| Component 3: Fine Motor development                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Standard 3.b: Children develop writing and drawing skills.</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>0-9 months</b></p> <p>Grasp objects with their thumb, index, and middle fingers or other adaptive method (e.g., using pincer grip)</p> <p>Bring their hands to their midline (e.g., moving hands towards each other over the middle of their body)</p>                                              | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.</p>                                                           |
| <b>9-18 months</b>                                                                                                                                                                                                                                                                                        | <b>PD 2 Fine Motor: Builds strength and coordination of small movements</b>                                                                                                                                                                                                                                                                                           |

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| <p>Grab and hold large writing objects, such as crayons, with their whole fist or other adaptive method</p> <p>Scribble spontaneously on paper</p>                                                                                                                    | <p>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>LLD 7a Writing: Emergent writing</b><br/>LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/>LLD 7b.1 Explores various tools used to write.</p>                                                                                                           |
| <p><b>18-24 months</b></p> <p>Holds large writing objects, such as crayons, with a variety of writing grips, and uses with more control.</p> <p>Make spontaneous dots, lines, and wobbly circles when painting or drawing</p> <p>Fold paper approximately in half</p> | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br/>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.3 Uses materials to create shapes or symbols.</p> <p><b>LLD 7a Writing: Emergent writing</b><br/>LLD 7a.2 Makes random marks or draws with writing tools.</p> |
| <p><b>24-36 months</b></p> <p>Hold a pencil in an approximate writing grip or other adaptive method</p> <p>Attempt to copy a drawn circle</p> <p>Attempt to draw a cross</p> <p>Attempt to use a horizontal and vertical stroke</p>                                   | <p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br/>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.3 Uses materials to create shapes or symbols.</p> <p><b>LLD 7a Writing: Emergent writing</b><br/>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p>                                                                                                                                     |

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| <b>36-48 months</b><br><br>Hold a regular pencil writing grip or other adaptive method<br><br>Use horizontal and vertical stroke<br><br>Make a cross with a marker or pencil<br><br>Draw a circle<br><br>Write letter or numeral-like forms | <b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.<br>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.<br><br><b>LLD 7a Writing: Emergent writing</b><br>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.<br>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. |
| <b>48-60 months</b><br><br>Draw recognizable shapes<br><br>Write some letters and numerals using a writing grip or other adaptive method                                                                                                    | <b>PD 2 Fine Motor: Builds strength and coordination of small movements</b><br>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.<br><br><b>CA 3b Visual Arts: Develops visual art techniques</b><br>CA 3b.5 Uses artistic tools and media to create intentional designs or images.<br><br><b>LLD 7a Writing: Emergent writing</b><br>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.   |
| <b>Social and Emotional Development (SE)</b>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Component 1: Relationships with Others                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Standard 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>0-9 months</b>                                                                                                                                                                                                                           | <b>SED 3a Social relationships: Develops relationships with adults</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p>Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing</p> <p>“Converse” with familiar adults by imitating or making faces at adults who make faces at them</p> <p>Relax when picked up and held by a familiar adult</p> <p>Search for an adult caregiver who might be out of sight</p> <p>Engage in turn-taking interactions, such as peek-a-boo</p> <p>Repeat actions that elicit social responses from others</p>                                                                                                                                                                                                                                                        | <p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/>SED 2a.1 Calms with support from caregiver.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.1 Imitates simple movements and facial expressions.</p>                                                                                                                                                                                                                                                                                                                                    |
| <p><b>9-18 months</b></p> <p>Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, “talking” on a cell phone)</p> <p>Use gestures, signs, body language, and/or vocalizations to seek out help from a preferred adult</p> <p>Participate in back-and-forth games with adults</p> <p>Seek comfort from a preferred adult when tired or hungry (coregulation)</p> <p>Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty</p> <p>From time to time look to familiar adult for reassurance when a stranger is present</p> | <p><b>SED 3a Social relationships: Develops relationships with adults</b><br/>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.<br/>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/>SED 2a.1 Calms with support from caregiver.<br/>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.1 Imitates simple movements and facial expressions.<br/>CA 4a.2 Mimics observed behaviors and words.</p> |
| <p><b>18-24 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>SED 3a Social relationships: Develops relationships with adults</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Imitate by continuing to repeat actions they have seen long after they have seen them</p> <p>Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)</p> <p>Interact with adults to meet needs and wants, communicating through gestures, signs, facial expressions, and/or simple words</p> <p>Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain (coregulation)</p> <p>Look to and seek approval non-verbally when engaging in a difficult task</p> | <p>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b></p> <p>CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4a.2 Mimics observed behaviors and words.</p> |
| <p><b>24-36 months</b></p> <p>Seek adult assistance when challenged</p> <p>Demonstrate affection for familiar adults</p> <p>Seek comfort from an adult after falling down or getting hurt (coregulation)</p> <p>Interact with adults to solve problems or communicate about experiences or ideas</p> <p>Seeks adult attention when exploring or trying a new skill</p>                                                                                                                                                                                                                                                                                         | <p><b>SED 3a Social relationships: Develops relationships with adults</b></p> <p>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p>                                                                |
| <p><b>36-48 months</b></p> <p>Seek approval from adults</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>SED 3a Social relationships: Develops relationships with adults</b></p> <p>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>                                                                                                                                                                                                                                    |

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| <p>Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults</p> <p>Engage in back-and-forth conversations with trusted adults</p> <p>Express joy with trusted adult when demonstrating an achievement or mastery in play (e.g., excitement over building a tall block tower; walking across the balance beam with limited assistance)</p>                                                                                                                                                                                                                         | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>                                                                                                                                                                                                                                                                       |
| <p><b>48-60 months</b></p> <p>Maintain well-being and emotional composure when separated from parents or primary caretakers when in familiar settings or with familiar and trusted adults</p> <p>Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences (coregulation)</p> <p>Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)</p> | <p><b>SED 3a Social relationships: Develops relationships with adults</b><br/>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.<br/>SED 3a.6 Identifies trusted adults in the community and describes when to seek help.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/>SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> |
| <p><b>Standard 1.b: Children engage in positive relationships and interactions with other children.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>0-9 months</b></p> <p>Babble and smile to show their interest in other children</p> <p>Intently watch other babies and children, especially their faces</p> <p>Track the activity of other children and notice/ move toward others when hearing sounds of excitement</p>                                                                                                                                                                                                                                                                                                                                            | <p><b>SED 3b Social relationships: Develops relationships with peers</b><br/>SED 3b.1 Notices, responds to and looks at peers.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b><br/>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>                                                                                                                                            |

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| Reach out to touch other children's hair, face, etc.                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>9-18 months</b></p> <p>Engage in positive interactions with other children while supervised</p> <p>Imitate and respond to other children's actions and behaviors</p> <p>Play alone or engage in parallel play (e.g., play next to but not directly involved in another child's play)</p> <p>Recognize and respond differently to younger children</p>                                                  | <p><b>SED 3b Social relationships: Develops relationships with peers</b><br/> SED 3b.1 Notices, responds to and looks at peers.<br/> SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b><br/> SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.<br/> SED 3c.2 Mimics actions of others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b><br/> SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.<br/> SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.2 Entertains and plays by themselves without adult or child involvement.<br/> ATL 2b.3 Watches others play and plays side by side with another person.</p> |
| <p><b>18-24 months</b></p> <p>Demonstrate interest or concern for a peer who is hurt, fallen, or in distress</p> <p>Recognize the idea of possessions (e.g., acting as though they own something) and demonstrate an understanding of "mine" and "not mine"</p> <p>Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)</p> | <p><b>SED 3b Social relationships: Develops relationships with peers</b><br/> SED 3b.2 Engages in simple interactions with peers.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b><br/> SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.3 Watches others play and plays side by side with another person.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p> <p>SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>24-36 months</b></p> <p>Watch and copy other children's play activities</p> <p>Seek assistance from an adult caregiver in resolving conflicts with other children</p> <p>Understand how to take turns during play with other children, with adult guidance and assistance</p> <p>Participate in associative play with other children (e.g., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)</p> | <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.2 Mimics actions of others.</p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b></p> <p>ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> |
| <p><b>36-48 months</b></p> <p>Share and take turns using materials</p> <p>Suggest solutions to conflicts, with adult guidance and assistance</p> <p>Initiate play and conversations with other children</p> <p>Participate in pretend play with other children</p> <p>Express how another child or storybook character might feel</p>                                                                                                                             | <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>                                                                                                                                                                                                                                                             |

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| <p>Notice and show concern for peers' feelings</p> <p>Comfort peers when they are hurt or upset, with adult guidance and assistance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>48-60 months</b></p> <p>Make decisions with other children, with adult guidance and assistance</p> <p>Demonstrate consideration for and cooperation with other children</p> <p>Prefer to play with one or two special friends</p> <p>Suggest solutions to conflicts</p> <p>Demonstrate an ability to compromise when working or playing in a group</p> <p>Sustain interactions with friends for increasing periods of time</p> <p>Successfully enter into play when a group of children are already involved</p> <p>Can identify the causes of other children's emotions (e.g., "they are sad because . . .")</p> | <p><b>SED 3b Social relationships: Develops relationships with peers</b></p> <p>SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p> <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p> <p>SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.</p> <p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p> <p>SED 3d.5 Identifies complex feelings of others and responds accordingly.</p> <p><b>SED 4a Problem-Solving: Solves problems</b></p> <p>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p> |

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|                                                                                                                                                                                                                                                                                                                                                                 | <p><b>SED 4b Problem-Solving: Responsible decision-making</b><br/> SED 4b.4 With adult support, lists choices or solutions before making a decision.<br/> SED 4b.6 Considers others' feelings when making decisions.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> 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.</p> |
| Component 2: Self-Awareness and Competence                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Standard 2.a: Children develop an awareness of themselves as an individual with thoughts, feelings, and perspectives that may differ from others.</b>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>0-9 months</b></p> <p>Explore their own hands and feet</p> <p>Demonstrate a recognition of themselves in a mirror</p> <p>Respond to their own name</p>                                                                                                                                                                                                    | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.<br/> SED 1a.2 Responds to name and interacts with self in mirror.<br/> Recognizes self as being separate from others.</p>                                                                                                                                 |
| <p><b>9-18 months</b></p> <p>Explore various play materials and show preferences for specific books, toys, or food</p> <p>Demonstrate displeasure when unable to exert influence on events</p> <p>Indicate their dislike by saying “no” or through some other method (e.g., shaking their head or turning their head/ body away)</p> <p>Make simple choices</p> | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.2 Responds to name and interacts with self in mirror.<br/> Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/> SED 1b.1 Vocalizes or moves to express needs.<br/> SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>                                     |

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| <p><b>18-24 months</b></p> <p>Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)</p> <p>Refer to themselves by name</p> <p>Use “me” and “mine” in reference to themselves and to objects</p> <p>Express preferences for certain toys or objects</p> <p>Enjoy playing alone for short periods of time</p> <p>Try to do some things without help</p>                      | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/>SED 1a.3 Names self and names basic body parts.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>                                                                                         |
| <p><b>24-36 months</b></p> <p>Become aware of and asserts ownership (e.g., “This is mine”; and “that is yours.”)</p> <p>Demonstrate preferences and choices for people, toys, or activities</p> <p>Recognize a picture of themselves (e.g., by pointing or saying “me”)</p> <p>Describe some personal characteristics (e.g., hair color)</p> <p>Provide their first and last names when asked</p> | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/>SED 1a.3 Names self and names basic body parts.<br/>SED 1a.4 Identifies characteristics of self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.3 Expresses likes and dislikes.<br/>SED 1b.4 When given two to three options, chooses their most desired option.</p> |
| <p><b>36-48 months</b></p> <p>Differentiate themselves from others based on characteristics they use to describe themselves, such as “shy” or “smart.”</p> <p>Differentiate themselves from others in terms of specific abilities (e.g., “I am a fast runner,” or “I am a good climber.”)</p>                                                                                                     | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/>SED 1a.4 Identifies characteristics of self.<br/>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.5 Describes and compares preferences of self and others.</p>      |

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| <p>Describes physical attributes among peers and adults</p> <p>Has a clear sense of people, self, and those who are different</p>                                                                                                                                                                                                             | <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/>SS 1c.3 Identifies similarities and differences between self and others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>48-60 months</b></p> <p>Describe own and others' personal characteristics (e.g., "My hair is red; your hair is black.")</p> <p>Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.</p> <p>Demonstrate an awareness of their own likes and preferences</p> | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.6 Expresses and advocates for one's needs or personal preferences.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/>SS 1c.3 Identifies similarities and differences between self and others.<br/>SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> |
| <p><b>Standard 2.b: Children develop the confidence to complete an action successfully or independently.</b></p>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>0-9 months</b></p> <p>Demonstrate interest in objects or people</p> <p>Accept new toys or objects with interest</p> <p>Reach for objects of interest</p> <p>Focus on objects and people of interest for longer periods of time</p>                                                                                                      | <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.1 Reaches for a familiar object or toy.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br/>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p>                                                                                                                                                               |
| <p><b>9-18 months</b></p> <p>Show pleasure at their own actions</p> <p>Show attachment to or preference for specific toys</p>                                                                                                                                                                                                                 | <p><b>SED 1c Self-Awareness: Completes tasks independently</b><br/>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b></p>                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>Ask for similar activities to be repeated over and over</p> <p>Attempt to perform self-care activities independently of adult help</p> <p>Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)</p>                             | <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>ATL 1b.2 Repeats actions to gain a result.</p> <p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> |
| <p><b>18-24 months</b></p> <p>Alternate between doing things independently and wanting help or comfort</p> <p>Repeat activities and words and songs over and over</p> <p>Participate in solitary pretend play (e.g., wearing hats, talking on a phone)</p> <p>Help with simple tasks (e.g., picking up toys)</p> | <p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>                                                                                                                                                                                                                                                         |
| <p><b>24-36 months</b></p> <p>Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)</p> <p>Initiate new activities and explore new materials</p> <p>Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance</p> | <p><b>SED 1c Self-Awareness: Completes tasks independently</b></p> <p>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.</p> <p>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>                                                                                                                                 |

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|                                                                                                                                                                                                                                                                                                                                           | <b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b><br>PD 4a.3 With help, participates in self-care routines.                                                                                                                                                                                                                                     |
| <b>36-48 months</b><br><br>Choose materials and activities<br><br>Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)                                                                                                                                                              | <b>SED 1c Self-Awareness: Completes tasks independently</b><br>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.<br><br><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br>SED 1b.4 When given two to three options, chooses their most desired option.                                                                                                                       |
| <b>48-60 months</b><br><br>Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)<br><br>Stay with a task until it is completed<br><br>Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances | <b>SED 1c Self-Awareness: Completes tasks independently</b><br>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.<br><br><b>SED 1b Self-Awareness: Expresses needs and preferences</b><br>SED 1b.6 Expresses and advocates for one's needs or personal preferences.<br><br><b>ATL 1b Attention &amp; Persistence: Persists</b><br>ATL 1b.6 Persists on a challenging activity independently. |
| Component 3: Emotional Recognition and Regulation                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Standard 3.a: Children develop the ability to identify, express, and manage their emotions</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>0-9 months</b><br><br>Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking<br><br>Calm down when talked to, held, or rocked by a preferred caregiver                                                                                                                  | <b>SED 2a Self-Regulation: Manages feelings and behavior</b><br>SED 2a.1 Calms with support from caregiver.<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br><br><b>SED 1d Self-Awareness: Identifies emotions</b><br>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.                    |

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| Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, signs, and/or sound                                                                                                                                                                                                                                                                                                                   | <b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br>LLD 2a.1 Uses vocalizations and gestures to communicate.                                                                                                                                                                                                                                                                                                                         |
| <b>9-18 months</b><br><br>Self-soothe when offered a special toy or blanket in combination with caregiver nurturance<br><br>Look to a trusted adult for comfort when upset or stressed<br><br>Demonstrate joy, pleasure, and excitement in learning to do new things                                                                                                                                                                        | <b>SED 2a Self-Regulation: Manages feelings and behavior</b><br>SED 2a.1 Calms with support from caregiver.<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br><br><b>SED 1d Self-Awareness: Identifies emotions</b><br>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.<br>SED 1d.2 Shows a range of emotions with facial expressions and gestures. |
| <b>18-24 months</b><br><br>Accept a security toy or blanket to self-soothe<br><br>Demonstrate familiarity with routines<br><br>Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs— throwing a “tantrum”) and calm down with caregiver assistance<br><br>Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”) | <b>SED 2a Self-Regulation: Manages feelings and behavior</b><br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br><br><b>SED 1d Self-Awareness: Identifies emotions</b><br>SED 1d.2 Shows a range of emotions with facial expressions and gestures.                                                                                                                                                                |
| <b>24-36 months</b><br><br>Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance<br><br>Comfort themselves by seeking out a special toy, object, or caregiver                                                                                                                                                                                                                                | <b>SED 2a Self-Regulation: Manages feelings and behavior</b><br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br><br><b>SED 1d Self-Awareness: Identifies emotions</b>                                                                                                                                    |

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| <p>Use words to express their emotions</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>SED 1d.3 Recognizes and names a few personal feelings.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>36-48 months</b></p> <p>Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)</p> <p>Can express emotions using words, signs, or other communication methods</p> <p>Take pride in their accomplishments</p> <p>Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)</p> | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p> <p>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b></p> <p>SED 1d.4 Identifies and describes personal feelings.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> |
| <p><b>48-60 months</b></p> <p>React appropriately to strong emotions most of the time</p> <p>Persist at a difficult task with decreasing amounts of frustration</p> <p>Can name emotions using words, signs, or other communication methods</p>                                                                                                                                                                 | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p> <p>SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> <p>SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b></p> <p>SED 1d.4 Identifies and describes personal feelings.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.6 Persists on a challenging activity independently.</p>                                                                                                                                                                                                                                                                                                             |

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| <b>Standard 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</b>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>0-9 months</b><br><br>Exhibit the ability to wait for a desired object or person                                                                                                                                                                                                                            | <b>ATL 1b Attention &amp; Persistence: Persists</b><br>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.<br><br><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br>ATL 2a.1 Shifts attention from one person or thing to another.                                                                                                                                                                                                                                                                                                   |
| <b>9-18 months</b><br><br>Amuse themselves for a short period of time<br><br>Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection<br><br>Say “no” to express their unwillingness (or sign “no” if they have been taught to sign) | <b>SED 2b Self-Regulation: Follows routines and transitions</b><br>SED 2b.1 Reacts to changes in tone of voice or expression.<br><br><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br>ATL 2a.1 Shifts attention from one person or thing to another.<br>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.<br><br><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br>ATL 2b.2 Entertains and plays by themselves without adult or child involvement.                                                                             |
| <b>18-24 months</b><br><br>Respond to redirection most of the time<br><br>Once redirected, change focus to the new object, person, or play<br><br>Participate in routines with adult guidance                                                                                                                  | <b>SED 2a Self-Regulation: Manages feelings and behavior</b><br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br><br><b>SED 2b Self-Regulation: Follows routines and transitions</b><br>SED 2b.2 Participates in familiar routines and transitions with support.<br>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.<br><br><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br>ATL 2a.2 Shifts attention from one task to another with prompting and adult support. |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>24-36 months</b></p> <p>Follow simple rules most of the time</p> <p>Control impulses (e.g., walking around—rather than through—a puddle when directed)</p> <p>Adapt their behavior to the environment (e.g., shifting from an “outside voice” to an “inside voice”)</p> <p>Adjust to changes in daily routines with preparation and adult assistance</p>                                                                                                                                                                  | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/> SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.<br/> SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.</p> |
| <p><b>36-48 months</b></p> <p>Usually follow rules and expectations in familiar settings</p> <p>Adjust to changes in routines and activities</p> <p>Ask or wait for adult permission before doing something they are unsure about</p> <p>Use materials with purpose, safety, and respect</p> <p>Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)</p> <p>Stop an engaging activity to transition to another less desirable activity with adult guidance and support</p> | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/> SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.</p>                                                                                                                |

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| <p><b>48-60 months</b></p> <p>With adult assistance, demonstrate control over actions, words, and emotions in response to a situation</p> <p>Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)</p> <p>Participate in group activities for increasing amounts of time</p> <p>Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity</p> | <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/> SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.<br/> SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.6 Transitions from one activity to the next and helps others through the transition.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> |
| <p><b>Language Development (LD)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Component 1: Receptive/Interpretive Language</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Standard 1.a: Children attend to, understand, and respond to increasingly complex language.</b></p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>0-9 months</b></p> <p>Turn toward familiar voices or sounds</p> <p>Recognize more than one tone of voice in adults and respond with body movement and sounds</p> <p>Demonstrate a recognition of names of familiar people and favorite objects</p> <p>Respond to voices and sounds in the environment</p> <p>Can be quieted by a calm, familiar voice</p>                                                                                                                                 | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.1 Turns head toward the person speaking.<br/> LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.1 Responds to speaking in the environment and imitates actions.</p>                                                                                                                                                                                                                                                       |

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| <p>Become excited upon seeing familiar signs for nursing or feeding (e.g., bottle)</p> <p>Startle or cry when there is a loud sound</p>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>9-18 months</b></p> <p>Look at what an adult is pointing to and share attention</p> <p>Identify familiar people or objects when prompted</p> <p>Understand more words than they can say</p> <p>Respond appropriately to familiar words, signs, and songs</p> <p>Follow simple, one-step directions, especially if accompanied by adult gestures and/or signs (e.g., “stop” or “come here”)</p> | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.1 Turns head toward the person speaking.<br/> LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.1 Responds to speaking in the environment and imitates actions.<br/> LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.2 Attends to what others are looking at or pointing to.</p> |
| <p><b>18-24 months</b></p> <p>Understand approximately 200 words (receptive language)</p> <p>Follow one-step directions with few adult gestures and/or signs (e.g., responding to an adult saying, “Please lift your arms.”)</p>                                                                                                                                                                     | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.<br/> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>                                                                                                                                                                                  |
| <p><b>24-36 months</b></p> <p>Demonstrate an understanding of descriptive words</p> <p>Respond appropriately to others’ comments, questions, or stories</p> <p>Follow two-step directions that involve familiar experiences and objects (e.g., “Find your shoes and bring them to me.”)</p>                                                                                                          | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.<br/> LLD 1a.4 Listens, then responds appropriately.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.3 Follows related two-step directions given verbally.</p>                                                                                                                                                                                                                                                                        |

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| <p><b>36-48 months</b></p> <p>Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge</p> <p>Demonstrate an understanding of conversations by responding to questions and prompts</p> <p>Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)</p> <p>Distinguish between real and made-up words</p> <p>Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas</p> <p>Successfully follow three-step directions (e.g., “Please, would you get the sponge, dampen it with water, and clean your tabletop?”)</p> | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.4 Listens, then responds appropriately.<br/> LLD 1a.5 Listens and understands inferred requests.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/> LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/> LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> |
| <p><b>48-60 months</b></p> <p>Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas</p> <p>Respond appropriately to a specific and varied vocabulary</p> <p>Follow detailed, multistep directions (e.g., “Put away the toys in the correct boxes, wash your hands, then come to the table and find your name.”)</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.4 Listens, then responds appropriately.<br/> LLD 1a.5 Listens and understands inferred requests.<br/> LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.6 Follows multi-step directions given verbally.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/> 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.</p>                                                |
| <p>Component 2: Expressive Language</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>Standard 2.a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>0-9 months</b></p> <p>Experiment with making sounds</p> <p>Engage in babbling (e.g., making consonant sounds followed by a vowel sound)</p> <p>Say “mama” and “dada”</p> <p>Use vocalizations, gestures, signs, and/ or facial expressions to communicate needs and wants and to express interest or dislike</p>                                                                                                                                                                   | <p><b>LLD 2c Communication: Uses sentence structure</b><br/>LLD 2c.1 Mimics single sounds.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/>LLD 2a.1 Uses vocalizations and gestures to communicate.</p>                                                                                                                                                                                                                                                                  |
| <p><b>9-18 months</b></p> <p>Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, signs, sounds)</p> <p>Produce some words and word-like sounds</p> <p>Use eight to ten individual words to communicate wants, needs, interests, and dislikes</p> <p>Combine words with gestures and/or signs to communicate</p> <p>Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts</p> <p>Use some pronouns</p> | <p><b>LLD 2c Communication: Uses sentence structure</b><br/>LLD 2c.1 Mimics single sounds.<br/>LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/>LLD 2a.1 Uses vocalizations and gestures to communicate.<br/>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b><br/>LLD 2d.2 Repeats words heard frequently in environment.</p> |
| <p><b>18-24 months</b></p> <p>Communicate basic needs in a way that is understood by many people outside the family or childcare</p>                                                                                                                                                                                                                                                                                                                                                     | <p><b>LLD 2c Communication: Uses sentence structure</b><br/>LLD 2c.2 Communicates using one- to two-word sentences.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Use “please” and “thank you”</p> <p>Combine words and gestures or signs with expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, “Go outside.”)</p> <p>Hold one-sided conversations with stuffed animals and dolls</p> <p>Start to use the plural forms of nouns and verbs</p> <p>Start to use the past tense of verbs</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>24-36 months</b></p> <p>Communicate basic ideas in a way that is understood by most people</p> <p>Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)</p> <p>Expand their vocabulary in their home language (words, signs, and/ or alternative communication) by asking others to name unfamiliar objects</p> <p>Use two- and some three-syllable words</p> <p>Combine words into simple three- to four-word sentences</p> <p>Use simple adjectives in statements (“big,” “little,” “hard,” “soft”)</p> <p>Use simple adverbs in statements (e.g., “That car goes very fast!”)</p> <p>Combine words into simple three- to four-word sentences</p> | <p><b>LLD 2c Communication: Uses sentence structure</b></p> <p>LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b></p> <p>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b></p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> |

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| <p>Use some plurals appropriately (e.g., distinguishing between “car” and “cars”)</p> <p>Ask “who,” “what,” “why” and “where” questions in their home language (words, signs, and/or alternative communication)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>36-48 months</b></p> <p>Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors</p> <p>Pronounce new, long, or unusual words if they have modeling and support</p> <p>Use a variety of vocabulary words in their home language (words, signs, and/or alternative communication), including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs</p> <p>Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (e.g., synonyms), and relating words to their opposites</p> <p>Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text</p> <p>Experiment with using new words in conversation</p> <p>Use longer, more increasingly complex sentences, including complete four- to six-word sentences</p> | <p><b>LLD 2c Communication: Uses sentence structure</b><br/> LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.<br/> LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/> LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b><br/> LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.<br/> LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> |

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| <p>Use, with modeling and support, more complex grammar, and parts of speech, including common prepositions, regular plural nouns, correct subject-verb agreement, pronouns, and possessives</p> <p>Continue to ask “who,” “what,” “why,” and “where” questions in their home language (words, signs, and/or alternative communication)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>48-60 months</b></p> <p>Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors</p> <p>Expand their vocabulary with words of increasing specificity and variety in their home language (words, signs, and/or alternative communication)</p> <p>Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words</p> <p>Use increasingly complex, longer sentences, including sentences that combine two or three phrases</p> <p>Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs in their home language (words, signs, and/or alternative communication)</p> | <p><b>LLD 2c Communication: Uses sentence structure</b><br/> LLD 2c.5 Communicates in simple, complete sentences.<br/> LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/> LLD 2a.6 Explains personal thoughts about familiar people, places and events.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b><br/> LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.<br/> LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> |
| Component 3: Pragmatics *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Standard 3.a: Children understand, follow, and use appropriate social and conversational rules.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>0-9 months</b></p> <p>Respond to the speech of others by looking toward the speaker</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>LLD 2b Communication: Uses conversational skills</b><br/> LLD 2b.1 Responds with babbles or sounds with prompting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, gestures, and/or signs</p> <p>Express enjoyment and a desire for “more” through body language (cues), such as kicking their legs, waving their arms, and smiling</p>                                                                                                                                                                                                                                                                                                                                                              | <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p><b>LLD 1a Listening: Understands and interprets language</b><br/>LLD 1a.1 Turns head toward the person speaking.</p>                                                                                                                                                                                                          |
| <p><b>9-18 months</b></p> <p>Respond to others’ communication with gestures, signs, facial expressions, body movements, and/or sounds</p> <p>Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult</p> <p>Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to</p> <p>Point in order to request an object</p> <p>Use varying body language/ cues by language and/or culture to signal enjoyment or their desire for more of an activity from an adult (e.g., such as bobbing their head, raising their eyebrows, smiling, or tilting their head)</p> | <p><b>LLD 2b Communication: Uses conversational skills</b><br/>LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/>LLD 2a.1 Uses vocalizations and gestures to communicate.<br/>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/>ATL 1a.2 Attends to what others are looking at or pointing to.</p> |
| <p><b>18-24 months</b></p> <p>Participate in simple turn-taking during one-on-one conversations</p> <p>Demonstrate concern for others through gestures, signs, and/or facial expressions</p> <p>Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult’s pant leg, patting an adult, holding an adult’s arm, or verbalizing)</p>                                                                                                                                                                                                                                                                         | <p><b>LLD 2b Communication: Uses conversational skills</b><br/>LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p>                                                                                                                                                                                                  |

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| <p><b>24-36 months</b></p> <p>Respond to others' statements, prompts, and questions</p> <p>Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings</p> <p>Use culturally appropriate/acceptable social conventions to initiate and sustain exchanges of communication</p> <p>Demonstrate an understanding of simple humor</p>                                                                                                                                                                                     | <p><b>LLD 2b Communication: Uses conversational skills</b><br/> LLD 2b.3 Responds on topic for one exchange.<br/> LLD 2b.4 Stays on topic for two to three exchanges.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b><br/> LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 1a Listening: Understands and interprets language</b><br/> LLD 1a.4 Listens, then responds appropriately.</p> |
| <p><b>36-48 months</b></p> <p>Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them</p> <p>Use appropriate volume and intonation when speaking in a variety of social situations</p> <p>Follow culturally appropriate/acceptable norms of communication in group settings, with support and modeling</p> <p>Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously</p> | <p><b>LLD 2b Communication: Uses conversational skills</b><br/> LLD 2b.4 Stays on topic for two to three exchanges.<br/> LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b><br/> SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p>                                                      |
| <p><b>48-60 months</b></p> <p>Follow culturally appropriate/accepted norms of communication in group settings with increasing independence</p> <p>Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously</p>                                                                                                                                                                                                                                                    | <p><b>LLD 2b Communication: Uses conversational skills</b><br/> LLD 2b.5 Engages in conversations through multiple exchanges.<br/> LLD 2b.6 Initiates conversation with adults and peers.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b><br/> SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>                                   |

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| Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Component 4: Language Development of Multilingual Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standard 4.a: Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Early-stage sequential multilingual development</b></p> <p>Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language(s)</p> <p>Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, and/ or gestures of the speaker</p> <p>Continue to make progress in their home language (s) attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.</p> <p>Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, signs, pointing, and voice modulation</p> | <p><b>SLA 1 Approach to second language acquisition:</b></p> <p><b>SLA 1a Participates using target language</b><br/> Pre-Production: Observes interactions in target language, but may not participate.<br/> Early Production: When prompted, uses gestures and words in target language to participate in group interactions.</p> <p><b>SLA 2 Comprehension of second language:</b></p> <p><b>SLA 2a Demonstrates comprehension of target language</b><br/> Pre-Production: Responds to cues, such as gestures and visualizations.<br/> Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.</p> |

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| <p><b>Mid-stage sequential multilingual development</b></p> <p>Continue to make progress in their home language</p> <p>Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities</p> <p>Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p> <p>Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</p> | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1c Demonstrates use of varied vocabulary in target language</b><br/> Early Production: Repeats often heard words in target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2a Demonstrates comprehension of target language</b><br/> Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.<br/> Speech Emergence: Responds to simple stories and short discussions in target language.</p> |
| <p><b>Late-stage sequential multilingual development</b></p> <p>Demonstrate an understanding of a larger set of words in English and their home language(s) (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</p> <p>Demonstrate an understanding of words in English and their home language(s) related to more advanced concepts (e.g., abstract emotions and ideas)</p> <p>Follow directions that involve a one- or two-step sequence, relying less on contextual cues</p>                                                                                                    | <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2a Demonstrates comprehension of target language</b><br/> Speech Emergence: Responds to simple stories and short discussions in target language.<br/> Intermediate Fluency: Responds to stories, shares opinions and engages in discussions in target language.</p>                                                                                                                                                                                                                                      |
| <p><b>Standard 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p><b>Early-stage sequential multilingual development</b></p> <p>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</p> <p>Use age-appropriate vocabulary in their home language(s)</p> <p>Listen and converse in their home language(s)</p> <p>Use age-appropriate grammar in their home language(s)</p> <p>Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language(s)</p> <p>Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate, e.g., missing social, contextual, or self-referential cues)</p> | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Early Production: When prompted, uses gestures and words in target language to participate in group interactions.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2b Demonstrates use of words and sentence structure of target language</b><br/> Pre-Production: Uses cues, gestures and visualizations to communicate.<br/> Early Production: Uses words and memorized phrases in target language to communicate.</p>                                                                                                                                                                                                                                              |
| <p><b>Mid-stage sequential multilingual development</b></p> <p>Combine nonverbal with some verbal communication to be understood by others</p> <p>Codeswitch (the mixing of two or more languages in the same utterance)</p> <p>Use telegraphic speech (two-word phrases rather than full sentences, such as “want food”)</p> <p>Use formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</p> <p>Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</p>                                                                                                                                                                                                                              | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Early Production: When prompted, uses gestures and words in target language to participate in group interactions.<br/> Speech Emergence: Uses target language to actively participate, working around any language barriers.</p> <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1c Demonstrates use of varied vocabulary in target language</b><br/> Early Production: Repeats often heard words in target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2b Demonstrates use of words and sentence structure of target language</b><br/> Early Production: Uses words and memorized phrases in target language to communicate.</p> |

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| <p>Converse with others in English using two or three words at a time and may switch back and forth between English and their home language(s)</p> <p>Use some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and apply at times the rules of grammar of the home language to English</p> <p>Use “what” and “why” questions in English, sometimes with errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Late-stage sequential multilingual development</b></p> <p>Demonstrate increasing reliance on verbal communication in English and their home language(s) to be understood by others</p> <p>Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</p> <p>Sustain a conversation in English and their home language(s) with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of sentence construction</p> <p>Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</p> <p>Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors</p> | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Intermediate Fluency: Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.</p> <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1c Demonstrates use of varied vocabulary in target language</b><br/> Speech Emergence: Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2b Demonstrates use of words and sentence structure of target language</b><br/> Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.<br/> Intermediate Fluency: Uses increasingly complex linguistic structures in target language with minimal grammatical errors.</p> |
| <b>Literacy (L)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Component 1: Phonological Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>Standard 1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>0-9 months</b><br><br>Experiment and play with sound<br><br>Respond differently to different sounds                                                                                                                                                                                                                                                             | <b>LLD 3b Phonological Awareness: Hears large units of sound</b><br>LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.<br><br><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br>LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”.                                                                                                                                                          |
| <b>9-18 months</b><br><br>Listen attentively to familiar stories, rhymes, and songs<br><br>Use sounds for a variety of purposes                                                                                                                                                                                                                                    | <b>LLD 3a Phonological Awareness: Rhyme</b><br>LLD 3a.1 Listens to and moves to rhyming songs.<br><br><b>LLD 3b Phonological Awareness: Hears large units of sound</b><br>LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.<br><br><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br>LLD 3c.2 Imitates or repeats sounds and tones.                                                            |
| <b>18-24 months</b><br><br>Repeat words in rhymes and chants with prompting<br><br>Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)<br><br>Recognize combinations of words<br><br>Use two- to three-word sentences (e.g., “Go bye-bye,” “Mommy’s car”)<br><br>Repeat new words adults say | <b>LLD 3a Phonological Awareness: Rhyme</b><br>LLD 3a.2 Repeats the last word in familiar rhymes when prompted.<br><br><b>LLD 3b Phonological Awareness: Hears large units of sound</b><br>LLD 3b.2 Repeats words or short sentences.<br>LLD 3b.3 Shows awareness of separate words in spoken language.<br><br><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br>LLD 3c.2 Imitates or repeats sounds and tones. |
| <b>24-36 months</b><br><br>Engage in word and sound play with adults (e.g., rhymes, nonsense words)                                                                                                                                                                                                                                                                | <b>LLD 3a Phonological Awareness: Rhyme</b><br>LLD 3a.3 Suggests a missing rhyming word within a poem or song.<br><br><b>LLD 3b Phonological Awareness: Hears large units of sound</b><br>LLD 3b.3 Shows awareness of separate words in spoken language.                                                                                                                                                                          |

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| <p>Distinguish between words that contain similar-sounding phonemes (“make-mat,” “sit-lot”)</p> <p>Fill in repeating phrases of familiar songs, stories, and finger plays</p> <p>Sing simple songs and lullabies (such as those with repeating initial sounds)</p>                                                                                                                                                                                                                  | <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br/>LLD 3c.3 Engages in word and sound play through songs and games.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>36-48 months</b></p> <p>Demonstrate an awareness of words as separate units</p> <p>Identify whether two words rhyme</p> <p>Engage in rhyming games and songs; can complete a familiar rhyme</p> <p>With modeling and support, blend onsets and rimes in single-syllable words (e.g., hard “c” sound with “ook” to make “cook”)</p> <p>Comprehend and use new words introduced within thematic units, stories, and daily activities</p>                                        | <p><b>LLD 3a Phonological Awareness: Rhyme</b><br/>LLD 3a.3 Suggests a missing rhyming word within a poem or song.<br/>LLD 3a.4 Identifies when two words rhyme.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b><br/>LLD 3b.3 Shows awareness of separate words in spoken language.<br/>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br/>LLD 3c.3 Engages in word and sound play through songs and games.</p>                                                                          |
| <p><b>48-60 months</b></p> <p>Match beginning sounds of some words; are able to name several words that begin with the same initial sound</p> <p>Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, ants, krance”)</p> <p>Identify whether two words begin with the same sound (e.g., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)</p> | <p><b>LLD 3a Phonological Awareness: Rhyme</b><br/>LLD 3a.5 Produces rhyming words when given a word.<br/>LLD 3a.6 Rhymes with real and nonsensical words.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b><br/>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.<br/>LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.<br/>LLD 3b.6 Deletes large units of sound.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b><br/>LLD 3c.4 Identifies and produces words that have the same beginning sound.</p> |

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| <p>Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)</p> <p>With modeling and support, count, pronounce, blend, and segment onsets and rimes of single syllable spoken words (e.g., “say map; say map again without the /m/”)</p>                                       | <p>LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>                                                                                                                                                                                                                                                                                                                                                              |
| Component 2: Print Concepts                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Standard 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>0-9 months</b></p> <p>Respond to visual stimuli in their environment</p>                                                                                                                                                                                                                                                                                    | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p>                                                                                                                                                                                                                                                        |
| <p><b>9-18 months</b></p> <p>Point to pictures in a book</p> <p>Engage with easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)</p>                                                                                                                                                                                 | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.1 Opens and closes books, looks at them and points to pictures.</p>                                                                              |
| <p><b>18-24 months</b></p> <p>Point to pictures and groupings of words (e.g., paragraphs) in books</p> <p>Recognize simple environmental print (e.g., McDonalds’ “M” and Wal-Mart “W,” although they may not say the letter)</p> <p>Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a quacking duck or a crying baby)</p> | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> |
| <b>24-36 months</b>                                                                                                                                                                                                                                                                                                                                               | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p>                                                                                                                                                                                                                                                                                                                                |

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| <p>Recognize more symbols and logos in the environment</p> <p>Recognize letters as a special form of symbol that can be individually named and produce a sound</p> <p>Recognize a few letters in their own name</p>                                                                                                                                                                                                                                                                                                                                        | <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p>                                                                                                                                                                                                                                                                                                                                 |
| <p><b>36-48 months</b></p> <p>Recognize and produce the sound of some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print</p> <p>With support, begin to produce the sound for some of the letters they recognize</p> <p>Recognize their own name or other common words in print (e.g., STOP)</p> <p>Recognize words that start with the same letter as their name</p>                                                                                                              | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p>                                                                                                                            |
| <p><b>48-60 months</b></p> <p>Recognize and name at least half of the letters in the alphabet, including upper- and lower-case letters, letters in their own name (first name and last name) as well as letters that occur frequently in environmental print</p> <p>With support, recognize and produce the sound for letters</p> <p>Relate letters to specific sounds that the letters represent</p> <p>Recognize beginning sound in familiar words</p> <p>Demonstrate an understanding that strings of letters represent a sequence of spoken sounds</p> | <p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> |

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| <b>Standard 2.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>0-9 months</b><br><br>Explore physical features of books<br><br>Demonstrate an interest in books from among a collection of toys<br><br>Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books                                                                                                                               | <b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br><br><b>LLD 6a Reading Comprehension: Responds to text</b><br>LLD 6a.1 Interacts by reaching for or patting when a book is read.<br>LLD 6a.2 Chooses and holds a book and looks intently at each page.                                                                                                                        |
| <b>9-18 months</b><br><br>Demonstrate an increasing ability to handle books without assistance<br><br>Hold books and look at pictures as if reading<br><br>Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in Pat the Bunny)<br><br>Actively participate in shared reading experiences by pointing to and turning pages        | <b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.<br><br><b>LLD 6a Reading Comprehension: Responds to text</b><br>LLD 6a.1 Interacts by reaching for or patting when a book is read.<br>LLD 6a.2 Chooses and holds a book and looks intently at each page.               |
| <b>18-24 months</b><br><br>Open books and bring books to an adult to read<br><br>Point out pictures in books and say the names of items in the pictures<br><br>Actively participate in shared reading experiences by making one- or two-word comments and continuing to point to and turn pages<br><br>Point to pictures and groupings of words (e.g., paragraphs) in books | <b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.<br>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.<br><br><b>LLD 6a Reading Comprehension: Responds to text</b><br>LLD 6a.3 Talks about pictures and ideas in familiar stories. |

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| <p><b>24-36 months</b></p> <p>Recognize specific books by their covers and seek out specific pages in familiar books</p> <p>Know where books are kept, take them to an adult reader, and return books to their designated place when finished</p> <p>Make scribble marks on paper and “read” the meaning they assign to the marks</p> <p>Recognize some letters and numerals</p> <p>Choose to look at books, magazines, and other print materials without assistance</p>                                                                                                      | <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br/> LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/> LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/> LLD 7b.3 Scribbles or draws marks as a representation of an object or person.</p> |
| <p><b>36-48 months</b></p> <p>Hold a book in correct orientation and turn pages from front to back, usually one at a time</p> <p>Demonstrate an understanding that print carries meaning and can be read</p> <p>Imitate the act of reading a book and demonstrate appropriate book-handling skills</p> <p>Handle and care for books in a respectful manner</p> <p>Demonstrate an awareness of various conventions of print (e.g., upper-and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page</p> | <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br/> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.<br/> LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.<br/> LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p>                                                                                          |
| <p><b>48-60 months</b></p> <p>Identifies and describes the role of an author/ illustrator of a book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b></p>                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>Identify familiar words in books and the environment</p> <p>Make connections between illustrations and text</p> <p>Recognize their own name and those of their siblings or friends</p>                                                                                                                                                                                                                                                                 | <p>LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p>                                                                                                                                                                                                                                                                                       |
| Component 3: Comprehension and Interest                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Standard 3.a: Children show interest and an understanding of a variety of literacy experiences.</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>0-9 months</b></p> <p>Attend to their caregiver's voice when being held and read to</p> <p>Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song</p> <p>Explore books with various senses (sight, touch, even taste)</p>                                                                                                                                                                    | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p><b>LLD 1a Listening: Understands and interprets language</b><br/>LLD 1a.1 Turns head toward the person speaking.</p> |
| <p><b>9-18 months</b></p> <p>Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words</p> <p>Request that adults read to them</p> <p>Point to and make sounds for familiar pictures, objects, and characters in books and photographs</p> <p>Make movements and sounds in response to cues in songs and finger plays</p> | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.1 Interacts by reaching for or patting when a book is read.<br/>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>                                                  |

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| Demonstrate preferences for favorite books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>18-24 months</b></p> <p>Use words, gestures, signs, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)</p> <p>Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)</p> <p>Use gestures, signs and/or body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)</p> <p>Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)</p> | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>                                                                                                                                                                                                                                                                                                         |
| <p><b>24-36 months</b></p> <p>Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts</p> <p>Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials</p> <p>Demonstrate a preference for conventional books over board books</p> <p>Enjoy books about a variety of topics</p> <p>Incorporate books or other print materials into their play</p> <p>Enjoy and ask to engage in book reading, book writing, or other literacy-related activities</p>                                                                           | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.3 Talks about pictures and ideas in familiar stories.<br/>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.<br/>LLD 6b.3 Identifies the characters and setting in a story.<br/>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> |

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| <p>Recite some words of a familiar book when read to (especially from books with repeating text)</p> <p>Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support</p> <p>With modeling and support, anticipate what comes next in familiar stories</p> <p>Ask and answer questions about pictures in a book</p>                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>36-48 months</b></p> <p>Explore a variety of literary genres, such as fiction, fantasy, informational texts</p> <p>Share opinions about what they did or did not like about a book or story</p> <p>Begin to understand the sequence of a story</p> <p>With support, retell or reenact familiar stories with pictures or props as prompts</p> <p>Ask and answer questions about main characters or events in a familiar story</p> <p>With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed</p> <p>With modeling and support, demonstrate knowledge from informational texts</p> | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.4 Retells portions of a story using pictures, gestures or props.<br/>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b><br/>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p><b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b><br/>LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.</p> |

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| <p>Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail</p> <p>With prompting and support, ask and answer questions about unfamiliar words in a story or informational text read aloud</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>48-60 months</b></p> <p>Attend to and request longer and more complex books or stories</p> <p>Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)</p> <p>Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories</p> <p>Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships</p> <p>Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and describing the life cycle of a butterfly)</p> <p>With guidance and support, relate events and information from stories to their own experiences</p> <p>Ask and answer questions about unfamiliar words in a story, poem, or informational text read aloud</p> <p>Use new vocabulary acquired through reading</p> <p>Act out characters and events from a story, poem, or informational text read aloud</p> | <p><b>LLD 6a Reading Comprehension: Responds to text</b><br/>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>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.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b><br/>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.<br/>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> |
| Component 4: Literacy Development for Multilingual Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <b>Standard 4.a: Multilingual children become increasingly engaged in literacy experiences in English and in their home language(s).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Early-stage sequential multilingual development</b></p> <p>Attend to an adult reading a short storybook written in their home language(s) or written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)</p> <p>“Read” familiar books (written in their home language or in English) when encouraged by others and use their home language(s) to talk about the books</p> <p>Begin to identify and relate to a story from their own life experiences in their home language(s)</p> <p>Retell a story in their home language when read or told a story in their home language(s)</p> | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Pre-Production: Observes interactions in target language, but may not participate.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2a Demonstrates comprehension of target language</b><br/> Pre-Production: Responds to cues, such as gestures and visualizations.<br/> Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.</p>                                                                                                                                                                                                                                          |
| <p><b>Mid-stage sequential multilingual development</b></p> <p>Participate in reading activities, using books written in English when the language is predictable</p> <p>Choose to read familiar books written in their home language(s) or in English with increasing independence and to talk about the books in either their home language(s) or English</p> <p>Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English</p> <p>Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar</p>                                               | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Early Production: When prompted, uses gestures and words in target language to participate in group interactions.<br/> Speech Emergence: Uses target language to actively participate, working around any language barriers.</p> <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1c Demonstrates use of varied vocabulary in target language</b><br/> Speech Emergence: Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2a Demonstrates comprehension of target language</b></p> |

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| Retell a story using their home language(s) and some English when read or told the story in English                                                                                                                                                                                                                                                                                                                                                          | <p>Speech Emergence: Responds to simple stories and short discussions in target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2b Demonstrates use of words and sentence structure of target language</b><br/> Early Production: Uses words and memorized phrases in target language to communicate.<br/> Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.</p>                                                                                                                                                                                                                                                                                                                   |
| <p><b>Late-stage sequential multilingual development</b></p> <p>Participate in reading activities, using a variety of genres that are written in English or their home language(s)</p> <p>Choose to read familiar books written in English with increasing independence and to talk about the books in English</p> <p>Engage in extended conversations in English about stories</p> <p>Retell in English the majority of a story read or told in English</p> | <p><b>SLA 1 Approach to second language acquisition:</b><br/> <b>SLA 1a Participates using target language</b><br/> Intermediate Fluency: Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2a Demonstrates comprehension of target language</b><br/> Intermediate Fluency: Responds to stories, shares opinions and engages in discussions in target language.</p> <p><b>SLA 2 Comprehension of second language:</b><br/> <b>SLA 2b Demonstrates use of words and sentence structure of target language</b><br/> Intermediate Fluency: Uses increasingly complex linguistic structures in target language with minimal grammatical errors.</p> |
| Component 5: Emergent Writing                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Standard 5.a: Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>0-9 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.1 Focuses for a short time on a person, sound or thing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Focus on people and express particular interest in facial contours and expressions</p> <p>Attend to visual stimuli in their environment</p>                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>9-18 months</b></p> <p>Make marks or scribbles spontaneously on paper using a variety of media (e.g., chalk, pencil, markers, paint)</p>                                                                                                                                                                                                                                                                                          | <p><b>LLD 7a Writing: Emergent writing</b><br/> LLD 7a.1 With adult support, makes a mark with a writing tool or other material.<br/> LLD 7a.2 Makes random marks or draws with writing tools.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/> LLD 7b.1 Explores various tools used to write.</p>                                                                                                                    |
| <p><b>18-24 months</b></p> <p>Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others</p> <p>Use things the way they are intended to be used (e.g., scribbling on paper rather than on table surfaces)</p>                                                                                                                                                  | <p><b>LLD 7a Writing: Emergent writing</b><br/> LLD 7a.2 Makes random marks or draws with writing tools.</p>                                                                                                                                                                                                                                                                                                                              |
| <p><b>24-36 months</b></p> <p>Explore a variety of writing tools</p> <p>Dictate names, labels, single words (e.g., mommy, house, dog)</p> <p>Watch when adults write</p> <p>Imitate the act of writing during play</p> <p>Describe drawings and paintings simply (e.g., “that’s Mama”)</p> <p>Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)</p> | <p><b>LLD 7a Writing: Emergent writing</b><br/> LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/> LLD 7b.1 Explores various tools used to write.<br/> LLD 7b.3 Scribbles or draws marks as a representation of an object or person.<br/> LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p> |

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| <p><b>36-48 months</b></p> <p>Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)</p> <p>Dictate ideas, sentences, and stories</p> <p>With modeling and support, write some letters</p> <p>With modeling and support, write some numerals</p> <p>With modeling and support, discuss or answer questions about their writing and drawings</p> <p>Use letter-like symbols to create written materials during play or to express an idea</p> <p>Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas</p> <p>With assistance and support, engage in writing activities (e.g., labeling a picture)</p> | <p><b>LLD 7a Writing: Emergent writing</b><br/>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.<br/>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p> |
| <p><b>48-60 months</b></p> <p>With modeling and support, use writing and/or digital tools to communicate information, tell a story, or answer a question</p> <p>Dictate longer and more complex ideas, sentences, and stories</p> <p>Write their first name nearly correctly (may switch the order of letters or write some letters backwards)</p> <p>With modeling and support, write numerals one through ten</p>                                                                                                                                                                                                                                                                                                                                                         | <p><b>LLD 7a Writing: Emergent writing</b><br/>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.<br/>LLD 7b.6 Draws and writes to express ideas or share an opinion.</p>             |

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| <p>With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms</p> <p>Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list; writing a grocery list on a play cellphone)</p> <p>Engage in independent writing activities during routine times, (e.g., intentionally writing in their own journal, at developmental level)</p> <p>Generate a plan for writing (e.g., articulate a purpose for writing)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Cognitive Development (CD)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Component 1: Logic and Reasoning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Standard 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>0-9 months</b></p> <p>Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)</p> <p>Bang a block (or other object) on the floor repeatedly to hear the sound that it makes</p> <p>Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)</p> <p>Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)</p>                                                                                                               | <p><b>SED 4a Problem-Solving: Solves problems</b><br/>           SED 4a.1 Uses simple repeated actions or movements to solve a problem.<br/>           SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/>           ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.<br/>           ATL 1b.2 Repeats actions to gain a result.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>           SCI 1b.1 Uses senses to explore environment.<br/>           SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> |

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| <p><b>9-18 months</b></p> <p>Explore small openings and look for items to put in the openings, including their fingers</p> <p>Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)</p> <p>Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)</p> <p>Use visual comparisons to compare quantities (e.g., which pile of crackers has more)</p> <p>Stack and then knock down “towers” and then stack them up again</p>                        | <p><b>SED 4a Problem-Solving: Solves problems</b><br/>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/>ATL 1b.2 Repeats actions to gain a result.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/>M 1d.2 Recognizes amounts up to two without counting.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/>M 2a.1 Tries to put one object inside another.<br/>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> |
| <p><b>18-24 months</b></p> <p>Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them</p> <p>Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)</p> <p>Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)</p> <p>Separate objects by a single feature (e.g., color)</p> | <p><b>SED 4a Problem-Solving: Solves problems</b><br/>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.2 Matches two identical shapes.</p>                                                                                                                                                                                                                                                 |

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| <p>Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation</p> <p>Develop learning schemes related to people and actions (e.g., saying “goodbye” and then leaving, or asking for music and then dancing to it)</p>                                                                                                                                                                                                                                                                                                                                       | <p><b>M 6 Classification: Sorts and graphs</b><br/> M 6.1 Notices when two objects are similar in some way.<br/> M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.<br/> M 6.3 Sorts objects by one feature.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>24-36 months</b></p> <p>Make plans before attempting to solve some simple problems</p> <p>Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)</p> <p>Engage in pretend play sequences (e.g. playing “kickball” which requires kicking a ball, running, and then stopping at a base, not necessarily in order)</p>                                                                                                                                    | <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/> ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.<br/> ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/> SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br/> SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> |
| <p><b>36-48 months</b></p> <p>Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)</p> <p>Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn’t topple)</p> <p>Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)</p> | <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.<br/> SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/> SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>M 6 Classification: Sorts and graphs</b><br/> M 6.3 Sorts objects by one feature.</p>                                                                                                                                                                                     |

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| Sort objects and then count and compare the groups formed                                                                                                                                                                                                                                                                                                                                     | M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>48-60 months</b><br><br>Solve complex problems by planning and carrying out a sequence of actions<br><br>Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)<br><br>Explain their reasoning behind a strategy or choice and why it worked or didn't work | <b>SED 4a Problem-Solving: Solves problems</b><br>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.<br>SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.<br><br><b>ATL 1b Attention &amp; Persistence: Persists</b><br>ATL 1b.5 Begins to persist on a challenging activity with teacher support.<br>ATL 1b.6 Persists on a challenging activity independently.<br><br><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br>SCI 1b.5 Observes, describes and records a scientific phenomenon.<br>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. |
| Component 2: Memory and Working Memory                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Standard 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>0-9 months</b><br><br>Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects<br><br>After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)<br><br>Attend to unexpected events                      | <b>ATL 1a Attention &amp; Persistence: Attends</b><br>ATL 1a.1 Focuses for a short time on a person, sound or thing.<br><br><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br>SS 1a.1 Responds to and recognizes primary caregivers.<br>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.<br><br><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br>SCI 1a.1 Looks for a person or toy that has moved out of sight.                                                                                                                                                                                                          |

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| <p><b>9-18 months</b></p> <p>Point to, or in some other way indicate, familiar people and objects when they are named</p> <p>Remember the location of objects that are meaningful to them</p> <p>Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal</p>        | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 3a Geography: Identifies types of places</b><br/>SS 3a.2 Recognizes familiar places.</p> <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.1 Focuses on interactions with others for a short time.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br/>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> |
| <p><b>18-24 months</b></p> <p>Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)</p> <p>Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)</p>                   | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.2 Indicates the beginning or ending of an event.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br/>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p><b>SS 3a Geography: Identifies types of places</b><br/>SS 3a.2 Recognizes familiar places.</p>                                                                                                                                                                            |
| <p><b>24-36 months</b></p> <p>Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)</p> <p>Know where things are kept in familiar environments and can retrieve them when needed</p> <p>Successfully follow two-step directions</p> | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p><b>LLD 1b Listening: Follows directions</b><br/>LLD 1b.3 Follows related two-step directions given verbally.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>                          |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>SS 3a Geography: Identifies types of places</b><br/>SS 3a.3 Identifies a variety of familiar places in own community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>36-48 months</b></p> <p>Communicate with some detail about events that happened in the past</p> <p>With support, retell or reenact familiar stories, including such details as characters, phrases, and events</p> <p>Put several objects or groups in order by a quantitative attribute (number, length, etc.)</p> <p>Solve simple problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)</p> <p>Successfully follow three-step directions</p> | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.<br/>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p><b>LLD 1b Listening: Follows directions</b><br/>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/>LLD 6b.4 Retells portions of a story using pictures, gestures or props.<br/>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p> <p><b>M 1e Number Sense: Addition and subtraction</b><br/>M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.</p> <p><b>M 4b Measurement: Compares and orders</b><br/>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> |
| <p><b>48-60 months</b></p> <p>Accurately recount past experiences in the correct order and include relevant details</p> <p>Retell a familiar story or activity in the proper sequence, including such details as characters, phrases, and events</p>                                                                                                                                                                                                                                                                                                   | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.5 Uses language of time to describe familiar sequences of events.<br/>SS 4.6 Retells historical, fictional or past events or stories.</p> <p><b>LLD 1b Listening: Follows directions</b><br/>LLD 1b.5 With prompting, follows multi-step directions given verbally.<br/>LLD 1b.6 Follows multi-step directions given verbally.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>Remember more minute details from a story or experience and can answer questions more accurately</p> <p>Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)</p> <p>Solve simple word problems with totals of 10 or fewer items (e.g., concluding that they have nine grapes if they have seven and are given two more)</p> <p>Successfully follow detailed, multi-step directions</p> | <p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b><br/> LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.<br/> 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.</p> <p><b>M 1e Number Sense: Addition and subtraction</b><br/> M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p> <p><b>M 4b Measurement: Compares and orders</b><br/> M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p> |
| Component 3: Attention and Inhibitory Control                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Standard 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>0-9 months</b></p> <p>Demonstrate caution around new or unusual people or events</p> <p>Explore objects by holding, mouthing, dropping, etc.</p>                                                                                                                                                                                                                                                                                | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.1 Focuses for a short time on a person, sound or thing.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>9-18 months</b></p> <p>Accepts a substitute toy in place of an object out of reach</p> <p>Attend to a short, familiar storybook but may not want to follow the book page by page</p>                                                                                                                                                                                                                                            | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.2 Attends to what others are looking at or pointing to.<br/> ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.1 Shifts attention from one person or thing to another.</p>                                                                                                                                                                                                                                                                                                                                                 |

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| <p><b>18-24 months</b></p> <p>Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”</p> <p>Comply with simple two-part requests that involve waiting (e.g., “Eat your breakfast and then we’ll play with the blocks.”)</p>                                                                                                                                                                                                                                   | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.3 Follows related two-step directions given verbally.</p>                                                 |
| <p><b>24-36 months</b></p> <p>Wait to be handed a desired object</p> <p>Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)</p> <p>Follow adult directions when given simple guidance</p> <p>Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)</p> | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.</p> <p><b>LLD 1b Listening: Follows directions</b><br/> LLD 1b.4 Follows unrelated two-step directions given verbally.</p> |
| <p><b>36-48 months</b></p> <p>With adult support, avoid imitating the negative behavior of another child</p> <p>With adult reminders, wait to communicate information in a group</p> <p>Focus on increasingly complex topics for longer periods of time</p> <p>Return to complete a task if interrupted</p>                                                                                                                                                                                                            | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/> ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/> ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b></p>                                                                             |

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| <p>Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)</p> <p>Build block buildings and include such structural features as arches and ramps</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>                                                                                                                                                                                                                                                                                                  |
| <p><b>48-60 months</b></p> <p>Without adult reminders, wait to communicate information in a group</p> <p>Maintain focus on a project for a sustained period of time and over several days</p> <p>Return with focus to an activity or project after having been away from it for a period of time</p> <p>Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement</p> <p>Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)</p> <p>Build complex block buildings, intentionally maintaining such features as symmetry</p> | <p><b>ATL 1a Attention &amp; Persistence: Attends</b><br/>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p><b>ATL 1b Attention &amp; Persistence: Persists</b><br/>ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p> <p><b>SED 2a Self-Regulation: Manages feelings and behavior</b><br/>SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p> |
| Component 4: Cognitive Flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Standard 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>0-9 months</b></p> <p>Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/>ATL 2a.1 Shifts attention from one person or thing to another.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b></p>                                                                                                                                                                                                                                                                       |

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| <p>Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)</p> <p>Develop their own regular sleep-and-wake cycle</p> <p>Begin to show an anticipation of familiar routines</p> <p>Use their bodies as “tools” (e.g., as a means to an end: reaching out and grasping to get a rattle, for example)</p>                                                                                                                                                                                                                                                                                                         | <p>ATL 2b.1 Explores and manipulates materials.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.1 Reacts to changes in tone of voice or expression.<br/> SED 2b.2 Participates in familiar routines and transitions with support.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.1 Explores simple toys.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.1 Uses simple repeated actions or movements to solve a problem.<br/> SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p>                                                                                                                                                                                                                                                                              |
| <p><b>9-18 months</b></p> <p>Use basic items creatively (e.g., turning a pail over to use it as a drum)</p> <p>Demonstrate comfort in familiar routines and activities</p> <p>Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then “talking” to grandpa after waiting for an answer)</p> <p>Understand the use of people as “tools” for help (e.g., recognizing that an adult can reach an object for them on a high shelf)</p> <p>View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)</p> | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.1 Shifts attention from one person or thing to another.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.1 Explores and manipulates materials.<br/> ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.2 Participates in familiar routines and transitions with support.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.1 Explores simple toys.<br/> SCI 4.2 Begins to use simple toys purposefully.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.2 Explores how things work using repeated trial and error to solve a problem.<br/> SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> |

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| <p><b>18-24 months</b></p> <p>Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)</p> <p>Change their behavior in response to their environment by using the “tools” around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)</p> | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.2 Entertains and plays by themselves without adult or child involvement.<br/> ATL 2b.3 Watches others play and plays side by side with another person.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.3 Explores movable parts on toys.<br/> SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> |
| <p><b>24-36 months</b></p> <p>Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)</p> <p>Transition from one activity to the next activity with adult support</p> <p>Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)</p>                                                               | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Make use of their environment by adapting objects as “tools” (e.g., using a stick to reach something that is under a chair)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.<br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>36-48 months</b></p> <p>Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)</p> <p>Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)</p> <p>Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower’s greater stability by building it on the floor rather than on a thick rug)</p> <p>Understand that not all children want the same things</p> | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.<br/> SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.4 Explores simple tools or interacts with simple types of technology.<br/> SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.<br/> SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>48-60 months</b></p> <p>Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder, or it rains)</p> <p>Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)</p> <p>Reconstruct a pattern using different materials or modalities</p> <p>Sort by more than one attribute (e.g., color and shape) into two or more groups</p> <p>Correctly add an object to an existing series (e.g., of increasing lengths)</p> | <p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b><br/> ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.<br/> ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/> 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.</p> <p><b>M 4b Measurement: Compares and orders</b><br/> M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.<br/> M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b><br/> M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.<br/> M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB.</p> <p><b>M 6 Classification: Sorts and graphs</b></p> |

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|                                                                                                                                                                                  | <p>M 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>                                                                                                                |
| <b>Mathematics (M)</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                |
| Component 1: Number Sense and Quantity                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standard 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>                         |                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>0-9 months</b></p> <p>Hold two objects, one in each hand</p> <p>Gesture (e.g., for “more” when eating)</p>                                                                 | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/> M 1c.1 Points to objects.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/> M 1d.1 Looks for an object that is taken out of sight.</p>                                                                                                       |
| <p><b>9-18 months</b></p> <p>Use words, gestures, and/ or signs for action phrases (e.g., “all gone” and “more”)</p> <p>Recognize that there are “one” or “two” of something</p> | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/> M 1c.1 Points to objects.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/> M 1d.2 Recognizes amounts up to two without counting.</p>                                                                                                        |
| <p><b>18-24 months</b></p> <p>Name their first number word—typically “two” (or they hold up two fingers)</p> <p>Bring 2 treats when asked to get treats for two people</p>       | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/> M 1c.2 Uses one-to-one correspondence to match objects or pictures.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b><br/> M 1a.2 Says or sings random numbers, may be out of order.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b></p> |

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| <p>Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>M 1d.2 Recognizes amounts up to two without counting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>24-36 months</b></p> <p>Verbally count to 10 (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors</p> <p>Count up to 5 objects accurately</p> <p>Name and identify some written numerals</p> <p>Identify quantities associated with some numbers</p>                                                                                                                                                                                                                | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/>M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b><br/>M 1a.3 Verbally counts to five.<br/>M 1a.4 Verbally counts to ten.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b><br/>M 1b.2 Begins to identify numbers. Identifies the numeral 1.<br/>M 1b.3 Identifies numerals up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/>M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p> |
| <p><b>36-48 months</b></p> <p>Quickly name the number in a group of objects, up to four, without counting</p> <p>Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors</p> <p>Use strategies to accurately count sets of up to 10 objects</p> <p>Understand that the last number counted represents the number of objects in a set</p> <p>Associate a quantity with a written numeral up to five</p> <p>Recognize and write some numerals up to 10</p> | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b><br/>M 1a.5 Verbally counts to twenty.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b><br/>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.<br/>M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b></p>  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>48-60 months</b><br><br>Quickly name the number in a group of objects, up to 10<br><br>Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern<br><br>Use strategies to count large sets of objects (more than 10)<br><br>Know the number that comes before or after a specified number (up to 20)<br><br>Recognize and order each written numeral up to 10<br><br>Associate a quantity with a written numeral up to 10 | <b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br>M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.<br><br><b>M 1a Number Sense: Verbally counts numbers</b><br>M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.<br><br><b>M 1b Number Sense: Identifies and writes numerals</b><br>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.<br><br><b>M 1d Number Sense: Number quantities and comparison</b><br>M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal. |
| Component 2: Number Relationships and Operations                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Standard 2.a: Children learn to use numbers to compare quantities and solve mathematical situations.</b>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>0-9 months</b><br><br>Hold two objects, one in each hand<br><br>Explore their fingers and toes                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>M 1e Number Sense: Addition and subtraction</b><br>M 1e.1 Watches an adult add or take away toys.<br><br><b>M 1d Number Sense: Number quantities and comparison</b><br>M 1d.1 Looks for an object that is taken out of sight.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>9-18 months</b><br><br>Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)                                                                                                                                                                                                                                                                                                                                                                        | <b>M 1e Number Sense: Addition and subtraction</b><br>M 1e.2 Adds to and removes objects from a group as prompted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>In most instances, choose a set that has more of something they prefer over a set that has less, when given the option</p> <p>Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)</p>                                                                                                                                                                                                                                                                                 | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/>M 1c.2 Uses one-to-one correspondence to match objects or pictures.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/>M 1d.2 Recognizes amounts up to two without counting.</p>                                                                                                                       |
| <p><b>18-24 months</b></p> <p>Begin to say or gesture the number “two” when asked how old they are</p> <p>Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)</p> <p>Compare collections that are quite different in size (e.g., one that is at least twice the other)</p> <p>Notice when another child has more of something and gesture or verbalize “want more”</p> <p>Put groups of objects together and begin to subtract (e.g., share)</p> | <p><b>M 1e Number Sense: Addition and subtraction</b><br/>M 1e.2 Adds to and removes objects from a group as prompted.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b><br/>M 1a.2 Says or sings random numbers, may be out of order.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b><br/>M 1c.2 Uses one-to-one correspondence to match objects or pictures.</p> |
| <p><b>24-36 months</b></p> <p>Use visual cues to approximate which of 2 sets of objects has more</p> <p>Understand that putting 2 sets of objects together makes “more” and taking sets of objects apart will make less</p> <p>Add and subtract with sets of objects smaller than three</p>                                                                                                                                                                                                                                                          | <p><b>M 1e Number Sense: Addition and subtraction</b><br/>M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b><br/>M 1d.3 Recognizes amounts up to three without counting.</p>                                                                                                         |
| <p><b>36-48 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>M 1e Number Sense: Addition and subtraction</b><br/>M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.</p>                                                                                                                                                                                                                                                 |

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| <p>Understand that a whole is a larger quantity than its parts (e.g., when looking at 3 nests with 3 eggs in each, says a big number such as 8 or 10 to describe how many eggs there are)</p> <p>Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five</p> <p>Use one-to-one correspondence to compare small sets of similar objects</p> | <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures.</p> <p>M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>48-60 months</b></p> <p>Use counting to compare 2 sets of objects and to determine which set has more, less, or the same than the other</p> <p>Understand that adding one or taking away one changes the number in a group of objects by exactly one</p> <p>Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10</p>                      | <p><b>M 1e Number Sense: Addition and subtraction</b></p> <p>M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p> <p>M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.</p> <p><b>M 1a Number Sense: Verbally counts numbers</b></p> <p>M 1a.4 Verbally counts to ten.</p> <p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p> <p>M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b></p> <p>M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.</p> |
| Component 3: Classification and Patterning                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standard 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>0-9 months</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>M 6 Classification: Sorts and graphs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)</p> <p>Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)</p> <p>Engage in repeated actions, including movements and vocalizations</p> <p>Follow daily routines (e.g., patterns), such as being fed and then going to sleep almost immediately</p> <p>Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered</p>                                                                                                                                                                    | <p>M 6.1 Notices when two objects are similar in some way.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b><br/>M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.</p>                                                                                                                                                                                                                                                                                     |
| <p><b>9-18 months</b></p> <p>Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)</p> <p>Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)</p> <p>Repeat certain action sequences over and over, such as filling and emptying containers</p> <p>Make patterns intuitively by repeating particular movements and vocalizations</p> <p>Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant</p> | <p><b>M 6 Classification: Sorts and graphs</b><br/>M 6.1 Notices when two objects are similar in some way.<br/>M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b><br/>M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.<br/>M 5.2 Notices things that repeat in the environment.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.1 Responds to rhythm.</p> |
| <p><b>18-24 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>M 6 Classification: Sorts and graphs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p>Sort and match toys and other objects by attributes, such as color or size</p> <p>Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color</p> <p>Make simple patterns of movement through repeated rhythmic activity</p> <p>Copy an adult's made-up verbal pattern (e.g., "me, me, moo")</p> <p>Recognize and begin to participate in patterns within stories and in songs</p> | <p>M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p> <p>M 6.3 Sorts objects by one feature.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b></p> <p>M 5.2 Notices things that repeat in the environment.</p> <p>M 5.4 Copies, creates and extends AB patterns.</p> <p><b>CA 1b Music: Develops rhythm</b></p> <p>CA 1b.3 Claps to beat. May not always be consistent.</p> |
| <p><b>24-36 months</b></p> <p>Follow a verbal rule for sorting objects into sets</p> <p>Notice when two things share similar attributes</p> <p>Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support</p>                                                                                                                                                                                              | <p><b>M 6 Classification: Sorts and graphs</b></p> <p>M 6.1 Notices when two objects are similar in some way.</p> <p>M 6.3 Sorts objects by one feature.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b></p> <p>M 5.4 Copies, creates and extends AB patterns.</p> <p><b>CA 1b Music: Develops rhythm</b></p> <p>CA 1b.4 Claps along to simple rhythm patterns.</p>                                                    |
| <p><b>36-48 months</b></p> <p>Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)</p> <p>Classify everyday objects that go together (e.g., mittens, hats, coats)</p> <p>Demonstrate recognition of a simple, repeating pattern</p> <p>Replicate, complete, and extend repeating patterns</p>                                                                                                                      | <p><b>M 6 Classification: Sorts and graphs</b></p> <p>M 6.3 Sorts objects by one feature.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b></p> <p>M 5.3 Fills in the missing piece of an AB pattern.</p> <p>M 5.4 Copies, creates and extends AB patterns.</p>                                                                                                                                                          |

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| Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>48-60 months</b></p> <p>Sort objects by more than one attribute (e.g., color and shape) into two or more groups</p> <p>Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)</p> <p>Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)</p> <p>Identify the core unit of sequentially repeating patterns (e.g., that set of characteristics or items that repeat)</p> <p>Replicate and extend simple growing (or enlarging) patterns</p> | <p><b>M 6 Classification: Sorts and graphs</b><br/> M 6.4 After sorting objects by one feature, sorts again by a different feature.<br/> M 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>M 5 Patterns: Copies, creates and extends patterns</b><br/> M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.<br/> M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB.</p> |
| Component 4: Measurement, Comparison, and Ordering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Standard 4.a: Children learn to measure objects by their various attributes to make comparisons.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>0-9 months</b></p> <p>Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)</p> <p>Explore volume as they wrap their fingers around an object or around an adult’s finger</p> <p>Explore weight as they pull a toy toward themselves</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>M 4a Measurement: Measures and estimates</b><br/> M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.<br/> M 4a.2 Explores size and weight of objects in relation to self.</p> <p><b>M 4b Measurement: Compares and orders</b><br/> M 4b.1 Picks up and puts down objects.</p>                                                                                                                        |

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| Explore speed by moving hands or legs                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                             |
| <p><b>9-18 months</b></p> <p>Notice large differences in size between two objects (e.g., pointing to the bigger ball)</p> <p>Begin to use such words as “big” and “more” to describe sizes or amounts</p> <p>Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)</p>          | <p><b>M 4a Measurement: Measures and estimates</b><br/> M 4a.2 Explores size and weight of objects in relation to self.<br/> M 4a.3 Determines which object is bigger when given two to three objects.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/> M 2a.1 Tries to put one object inside another.</p> |
| <p><b>18-24 months</b></p> <p>Use words such as “big,” “small,” and “more” to indicate differences in quantity</p> <p>Understand and use general measurement words, such as “big” and “hot”</p> <p>Recognize when their food bowl is empty and gesture to indicate that fact, or say “more” or “all gone”</p> <p>Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)</p> | <p><b>M 4a Measurement: Measures and estimates</b><br/> M 4a.3 Determines which object is bigger when given two to three objects.</p> <p><b>M 4b Measurement: Compares and orders</b><br/> M 4b.2 Places objects in a row in any order.</p>                                                                                                 |
| <p><b>24-36 months</b></p> <p>Compare small quantities (e.g., knowing that “two” is more than “one” or choosing the larger bowl for cereal over the smaller one)</p> <p>Know the sequence of some parts of their daily routine</p>                                                                                                                                                                         | <p><b>M 4a Measurement: Measures and estimates</b><br/> M 4a.3 Determines which object is bigger when given two to three objects.</p> <p><b>M 4b Measurement: Compares and orders</b><br/> M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>                                                                |

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| <p>Use language to compare the sizes of objects (e.g., “big” and “little”; and “mommy,” “daddy,” and “baby”)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>M 1d Number Sense: Number quantities and comparison</b><br/>M 1d.3 Recognizes amounts up to three without counting.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>                                                                                                                                                                                     |
| <p><b>36-48 months</b></p> <p>Compare two small sets of objects (five or fewer)</p> <p>Make small series of objects (e.g., putting three or four objects in order by length)</p> <p>Recognize differences in measurable attributes by direct comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)</p> <p>Use multiple copies of the same unit to measure (e.g., seeing how many “building blocks high” a pillow fort is)</p> <p>Use comparative language (e.g., “shortest,” “heavier,” “biggest”)</p> | <p><b>M 4a Measurement: Measures and estimates</b><br/>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.<br/>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p><b>M 4b Measurement: Compares and orders</b><br/>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> |
| <p><b>48-60 months</b></p> <p>Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)</p> <p>Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)</p> <p>Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)</p>                                                                                                                    | <p><b>M 4a Measurement: Measures and estimates</b><br/>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.<br/>M 4a.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p><b>M 4b Measurement: Compares and orders</b><br/>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>                                                                                |

| Component 5: Geometry and Spatial Sense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Standard 5.a: Children learn to identify shapes and their attributes, solve mathematical situations using shapes, and explore the positions of objects in space.                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>0-9 months</b></p> <p>Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)</p> <p>Explore the way objects move by tracking objects with their eyes and head</p> <p>Explore distance by reaching for something</p> <p>Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)</p>                                                                                                                             | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/>M 2a.1 Tries to put one object inside another.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/>M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p> |
| <p><b>9-18 months</b></p> <p>Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones</p> <p>Explore barriers to movement when not able to walk or push past something</p> <p>Compare the attributes of objects or pictures and identify those that are similar</p> <p>Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)</p> | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.1 Manipulates objects that are a variety of shapes.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/>M 2a.1 Tries to put one object inside another.<br/>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p>                |
| <p><b>18-24 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.2 Matches two identical shapes.</p>                                                                                                                                                                                                                                                                                                 |

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| <p>Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation</p> <p>Attempt to stack blocks as high or higher than themselves</p> <p>Match simple shapes (e.g., placing a shape on a shape board)</p> <p>Explore gravity (e.g., push toy cars down an incline, such as a slanted board)</p> <p>Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing and/or signs</p> | <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p>                                                                                                                                          |
| <p><b>24-36 months</b></p> <p>Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation</p> <p>Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks</p> <p>Recognize and name some familiar shapes in their home language(s)</p> <p>Understand and use basic language related to locations (e.g., “above,” “below,” “under,” “over”)</p>                                      | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.3 Identifies one to three two-dimensional shapes.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b><br/>M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> |
| <p><b>36-48 months</b></p> <p>Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)</p> <p>Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)</p>                                                                                                                                                                                                                                            | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b><br/>M 3.4 Identifies four to six two-dimensional shapes.<br/>M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p> <p><b>M 2a Spatial Awareness: Understands how objects move in space.</b></p>                                                                                                                                                         |

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| <p>Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks</p> <p>Name familiar two-dimensional shapes in their home language(s) (circle, triangle, square, rectangle), regardless of their size or orientation</p> <p>Use basic language to describe their location (e.g., “I am under the bed.”)</p> <p>Correctly follow directions involving their own positions in space (e.g., “move forward,” “sit behind,” etc.)</p>                                                                                                                                                                                                           | <p>M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b></p> <p>M 2b.5 Explains the location of an object in relation to another object.</p>                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>48-60 months</b></p> <p>Describe and compare shapes using their attributes in their home language(s) (e.g., “a triangle has three sides, but a square has four.”)</p> <p>Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)</p> <p>Build more complex models of buildings, structures, or areas (e.g., their classroom or play-ground) with three-dimensional shapes, such as building blocks</p> <p>Correctly name familiar shapes in their home language(s) (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)</p> <p>Correctly name some three-dimensional shapes in their home language(s) (e.g., cube, cone, cylinder)</p> | <p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p> <p>M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p> <p>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.</p> <p><b>M 2b Spatial Awareness: Determines object location</b></p> <p>M 2b.5 Explains the location of an object in relation to another object.</p> <p>M 2b.6 Makes simple maps or models to represent the location of objects.</p> |

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| Understand and use language or similar words in their home language(s) related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Science (S)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Component 1: Scientific Practices and Application                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Standard 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>0-9 months</b><br><br>Express curiosity about the world around them and attend to novel objects, living things, and events in their immediate environment<br><br>Reach for and explore objects within their grasp (e.g., bang a block to make noise; shake keys)<br><br>Move toward favorite objects and adults for play<br><br>Exhibit behaviors and act on objects to get specific results (e.g., cry for attention; kick a mobile to observe its movement and sound; drop a toy to see if an adult will pick it up)<br><br>Communicate interest and willingness to explore using sounds, gestures, signs, and/or facial expressions | <b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br>SCI 1a.1 Looks for a person or toy that has moved out of sight.<br><br><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br>SCI 1b.1 Uses senses to explore environment.<br><br><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br>SCI 4.1 Explores simple toys.<br><br><b>ATL 1a Attention &amp; Persistence: Attends</b><br>ATL 1a.1 Focuses for a short time on a person, sound or thing.<br><br><b>ATL 1b Attention &amp; Persistence: Persists</b><br>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.<br><br><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br>ATL 2b.1 Explores and manipulates materials. |
| <b>9-18 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p>Express their wondering using language, gestures, signs, and facial expressions and show surprise when familiar objects, living things, or events don't appear or happen as anticipated</p> <p>Extend explorations, indoors and out, using all their senses</p> <p>Seek out hidden objects to explore (e.g., open cabinets to get pots and pans)</p> <p>Use tools for eating, drinking, and playing (e.g., toy tools)</p> <p>Begin to explore and identify relationships during their play and in the natural world (e.g., repeatedly push buttons on a phone or other device and listen for the corresponding sounds; anticipate that lightning and thunder will occur together)</p> <p>Reach out to trusted adults and children to indicate curiosity and desire to explore (e.g., pull an adult's hand to go outside)</p> | <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.<br/>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>SCI 1b.1 Uses senses to explore environment.<br/>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/>SCI 4.1 Explores simple toys.<br/>SCI 4.2 Begins to use simple toys purposefully.<br/>SCI 4.3 Explores movable parts on toys.</p> <p><b>ATL 2b Flexibility &amp; Play: Engages in play</b><br/>ATL 2b.1 Explores and manipulates materials.</p> |
| <p><b>18-24 months</b></p> <p>Ask simple questions about the objects, materials, living things, and events in their immediate environment</p> <p>Investigate a variety of objects during play (e.g., take things apart and put them together; stack and knock down blocks) and vary their actions to observe results (e.g., push a ball gently and hard)</p> <p>Use tools for exploration and problem-solving (e.g., spoons and buckets for digging; a stick to get an out-of-reach object) and imitate how others explore and use tools (e.g., a rock as a hammer)</p> <p>Apply knowledge about patterns in daily routines to anticipate and make predictions about future events (e.g., get a book to read before naptime, look for boots before going outside on a rainy day)</p>                                            | <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br/>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.<br/>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p><b>ATL 1a Attention &amp; Persistence: Attends</b></p>              |

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| <p>Draw the attention of others to what they are doing, observing, and wondering using emerging language, gestures, and/or signs, and imitate how adults respond to exploring natural phenomena (e.g., have confidence when exploring insects or be nervous about getting dirty or wet)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>24-36 months</b></p> <p>Communicate a range of questions verbally and non-verbally (e.g., ask how a toy works; repeat actions to observe if results are same or different)</p> <p>Use all their senses to explore the objects, materials, living things, and events that occur in their immediate environment</p> <p>Notice and explore direct cause and effect relationships (e.g., laugh at how their block tower falls when they kick it; place a stick in the path of an ant to observe what happens)</p> <p>Compare objects and notice similarities and differences (e.g., sort leaves based on one characteristic, such as color or size)</p> <p>With support, record and represent observations in multiple ways (e.g., wiggle their body; make a curvy line on paper to show how a worm moves)</p> <p>Make inferences and predictions based on previous experience and relationships they have identified (e.g., cry when they see dark clouds in anticipation of thunder)</p> | <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br/> SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.<br/> SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/> SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p><b>LLD 7b Writing: Uses writing to represent meaning</b><br/> LLD 7b.3 Scribbles or draws marks as a representation of an object or person.</p> <p><b>M 6 Classification: Sorts and graphs</b><br/> M 6.1 Notices when two objects are similar in some way.<br/> M 6.3 Sorts objects by one feature.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> |

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| Identify and address mathematical situations that arise in their constructive or exploratory play (e.g., rearrange blocks in different ways to make them balance; try to make a sinking object float)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>36-48 months</b></p> <p>Ask and wonder about increasingly complex questions to find out more information or to figure out a solution to a problem (e.g., ask or wonder “Why is the sky blue?” or “How can I make a house for a bug with these sticks?”)</p> <p>Use standard and non-standard tools for exploration and data collection (e.g., use a hand lens to look at an insect; use different sized containers for measuring more and less)</p> <p>Participate in a range of investigations from more playful (e.g., collaboratively build a bridge for toy cars using a variety of materials) to more structured (e.g., contribute predictions, observations, and ideas to a group sink and float investigation)</p> <p>Compare and sort objects based on one property at a time (e.g., sort blocks by color, size, shape, or texture)</p> <p>With support, record and represent their observations in a variety of ways (e.g., use their body, art and writing materials, or photos to share their observations of a plant; dictate a description of their plant to the teacher)</p> <p>Generate explanations about how or why things happen (which may or may not be scientifically correct) based on evidence from their own experience (e.g., heavy things sink because rocks sink; snails will like pizza because I like pizza)</p> | <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b><br/> SCI 1a.4 When given a question, guesses a possible answer or outcome.<br/> SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/> SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p> |
| <b>48-60 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>With support, contribute questions, observations, and ideas to a group discussion on a topic of shared interest (e.g., share questions about what worms eat and ideas for what a worm habitat should include and why) and begin to demonstrate curiosity about the world outside of their immediate environment (e.g., question why animals live in the rainforest or arctic or why severe weather events occur in other locations)</p> <p>With support, use a variety of standard and nonstandard tools for data collection and recording (e.g., to measure the height of a tower, count the number of blocks or use a ruler; make rain gauges and windsocks to collect weather data)</p> <p>Plan and carry out simple investigations independently or in a small group to answer a cause-and-effect question, test a prediction, or solve a problem (e.g., blow on different objects to find out if or how each one moves; with encouragement, place plants in different conditions and observe, measure, and record their growth)</p> <p>Identify increasingly complex relationships in the designed and natural worlds (e.g., explain why a spoon and fork are made differently based on how they are used; describe how a familiar animal's body parts help it move about and find food)</p> <p>Use demonstration, drawings, photos, and models, to record, represent, and communicate their experiences and ideas with others in group discussions</p> <p>Increasingly be able to make inferences and construct explanations (which may or may not be scientifically correct) based on a wider range of experiences (e.g., make a drawing that shows where they think rain comes from; talk about what they think a worm's home looks like and why they think so)</p> | <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.</p> |
| <p>Component 2: Physical Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Standard 2.a: Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>0-9 months</b></p> <p>Explore the properties of objects and materials placed in their hands (e.g., handle a small toy and bring it to their mouth)</p> <p>Notice, observe, and explore movement of objects (e.g., drop food from highchair; kick mobiles; open and close things)</p> <p>Respond to sounds in their immediate environment (e.g., startle to loud noises; quietly attend to familiar voices; turn toward new sounds; make and repeat some sounds; shake arms to music)</p> <p>Notice and attend to lights and objects that move and/or have light/dark contrasts (e.g., young infants may stare at ceiling fans; older infants may express fear of the dark)</p> | <p><b>SCI 3a Physical Science: Explores forces and motion</b><br/>SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b><br/>SCI 3b.1 Uses senses to explore objects in an immediate environment.<br/>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>                                              |
| <p><b>9-18 months</b></p> <p>Explore the properties of liquids and solids (e.g., squeeze, pat, and push on playdough; dump containers of water and sand)</p> <p>Act on objects in different ways to make them move (e.g., experiment with push and pull toys; stack, knock down, and restack two or three blocks)</p> <p>Choose items for play and routines based on their physical properties (e.g., choose a soft blanket or toy for rest-time)</p> <p>Attend to music and move their whole bodies or sway to musical sounds</p>                                                                                                                                                   | <p><b>SCI 3a Physical Science: Explores forces and motion</b><br/>SCI 3a.1 Kicks feet or shakes arms to make other objects move.<br/>SCI 3a.2 Uses body to push or pull toys.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b><br/>SCI 3b.1 Uses senses to explore objects in an immediate environment.<br/>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> |
| <p><b>18-24 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>SCI 3a Physical Science: Explores forces and motion</b></p>                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Express interest in how properties of objects and materials change and can be changed (e.g., notice ice melting, puddles forming and disappearing, bread changing to toast)</p> <p>Describe properties of objects and materials using one or two words (e.g., wet, cold, soft, big)</p> <p>Explore motion and how objects with different properties move (e.g., fill a wagon and try to pull it; roll balls; pull toy trains)</p> <p>Experiment with making different sounds using their voices (e.g., louder and softer sounds; higher and lower sounds)</p> <p>Attend to environmental sounds and identify the sources of familiar sounds (e.g., a dog barking, rain falling)</p> <p>Notice and begin to explore their own shadows (e.g., move their bodies in different ways to see what their shadow does; may express fear of their shadows)</p> | <p>SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p> <p>SCI 3b.3 Begins to name colors.</p>                                                                                                                                                                                                                                                           |
| <p><b>24-36 months</b></p> <p>Demonstrate beginning understanding that different objects have properties that make them useful for different purposes (e.g., choose markers vs. pencils for different scribbling and drawing activities; choose hard vs. soft blocks for different building activities)</p> <p>Imitate using familiar objects and tools for specific functions (e.g., use toy telephones for talking, play food for cooking play, blocks for building and hammering)</p> <p>Demonstrate beginning understanding of ways in which the motion of objects can be changed (e.g., push a rolling toy with different degrees of force; pedal a tricycle harder to make it go faster)</p>                                                                                                                                                       | <p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals or people move.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> |

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| <p>Play with objects in different ways to explore the characteristics of the sounds that can be made with them (e.g., bang on containers and drums; shake sound canisters harder or softer; yell or whisper into cardboard tubes)</p> <p>Explore shadows and reflections with increasing intentionality (e.g., move a flashlight in different ways to make a shadow dance or to change its size and shape; move a small mirror around to observe how their reflection changes)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>36-48 months</b></p> <p>Make and describe observations of properties using words to describe color, size, shape, weight, texture.</p> <p>Sort a variety of objects into groups according to their physical properties or functions (e.g., sort by color, shape, size, use, or whether a material is natural or human-designed)</p> <p>Choose objects for play based on one salient property (e.g., choose the tallest block to represent a tower; choose the fastest ball based on color)</p> <p>Explore motion of objects with increasing planning and intentionality (e.g., put objects on different inclines to observe how they roll, slide, or stay put; test different objects in water to find out if they sink or float)</p> <p>Demonstrate increasing understanding of how shadows change, and when and where they appear (e.g., represent differences between themselves and their shadows; observe how their shadows change size, shape, and position at different times of day)</p> | <p><b>SCI 3a Physical Science: Explores forces and motion</b><br/>SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b><br/>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.<br/>SCI 3b.5 Manipulates matter and observes any physical changes that may occur.<br/>SCI 3b.6 Classifies and sorts materials by a variety of physical properties.</p> <p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b><br/>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> |

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| With support, gain awareness of the characteristics of sound (e.g., demonstrate differences between loud and soft sounds and high and low sounds using musical instruments or their voices)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>48-60 months</b></p> <p>Make, describe, and compare increasingly detailed observations of objects' properties (e.g., color, size, shape, texture, odor, material, features, use, sound, natural, or human-designed)</p> <p>Consider multiple object properties when making predictions and doing investigations (e.g., explain that a wiffle ball will sink because it has holes that will let in the water; predict that the smallest, lightest ball will win the race)</p> <p>Demonstrate increased understanding of structure and function in the natural and designed world (e.g., describe why spoons and forks are made differently based on their uses; design their block buildings differently depending on how people use the building)</p> <p>Demonstrate understanding that properties of objects and materials may change when they are heated, cooled, or mixed (e.g., explain how a new color is made by mixing two other colors; predict that water will freeze at a colder temperature)</p> <p>Demonstrate understanding that applied and natural forces cause things to move or change speed or direction (e.g., place walls along their ramps so toy cars won't roll off; explain that the wind causes leaves to shake)</p> | <p><b>SCI 3a Physical Science: Explores forces and motion</b><br/>SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b><br/>SCI 3b.5 Manipulates matter and observes any physical changes that may occur.<br/>SCI 3b.6 Classifies and sorts materials by a variety of physical properties.</p> |
| Component 3: Earth and Space Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Standard 3.a: Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>0-9 months</b></p> <p>Use all of their senses to explore natural items placed in their hands</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br/>SCI 2a.1 Explores immediate environment using senses.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b><br/>SCI 3b.1 Uses senses to explore objects in an immediate environment.</p>                                                                                                                                                                                                |
| <p><b>9-18 months</b></p> <p>Explore Earth's natural materials when outdoors using multiple senses (e.g., feel the textures of sand, grass, and dirt; sniff plants; notice feel of wind; pick up rocks and fallen branches)</p> <p>Attend to and explore weather-related phenomena (e.g., demonstrate feeling hot or cold, dig in sand, splash in puddles, put snow in their mouths)</p>                                                                                                                                         | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br/>SCI 2a.1 Explores immediate environment using senses.<br/>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b><br/>SCI 2b.1 Reacts to weather changes in immediate environment.<br/>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> |
| <p><b>18-24 months</b></p> <p>Explore properties of Earth's materials through play (e.g., pile rocks, shells, cones, and sticks; look for puddles to splash in)</p> <p>Notice and point out objects in the sky (e.g., clouds, airplanes, birds, sun, and moon)</p> <p>Begin to associate different types of animals with the parts of the environment where they can be found (e.g., birds are in trees; ants are on the sidewalk)</p> <p>Name and describe properties of natural items (e.g., heavy, sticky, small, pretty)</p> | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br/>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.<br/>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b><br/>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>           |

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| <p><b>24-36 months</b></p> <p>Observe characteristics of natural objects and materials noticing similarities and differences (e.g., express preferences for different sizes, shapes, and colors of leaves)</p> <p>Begin to understand that weather includes different components (e.g., identify presence of sun, wind, rain, and clouds on a given day)</p> <p>Demonstrate an understanding that different weather requires different clothing (e.g., seeing newly fallen snow outside and getting boots and mittens)</p> <p>Demonstrate beginning understanding that different animals make their homes in different parts of the environment (e.g., worms live underground; birds and squirrels live in trees)</p>                                      | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br/> SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b><br/> SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>                                                                                                                                                                                                                              |
| <p><b>36-48 months</b></p> <p>Begin to intentionally incorporate natural objects and materials into play (e.g., build a home for a real or imaginary creature using natural materials; pretend a pile of rocks is a campfire or stove)</p> <p>Begin to understand that different components of weather can be measured (e.g., rainfall, temperature) and that weather can be predicted (e.g., dark clouds mean rain)</p> <p>Demonstrate increasing awareness of objects in the sky and how they appear (e.g., including sun and clouds in representations)</p> <p>Identify places where natural resources (e.g., water) can be found in their local environment and different ways people and other animals use it (e.g., drinking, bathing, swimming)</p> | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br/> SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b><br/> SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p><b>SS 3a Geography: Identifies types of places</b><br/> SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.</p> |
| <p><b>48-60 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>Use increasingly complex vocabulary to describe natural elements</p> <p>Demonstrate a beginning understanding that designed objects are made from natural materials (e.g., wooden tables and toys are made from trees)</p> <p>Describe changes that occur in the natural environment over increasingly long periods of time (e.g., seasonal changes in temperature, rain, or snowfall across the year)</p> <p>Demonstrate a beginning understanding that the sky and objects in it appear to change over time (e.g., the moon appears to change shape on subsequent nights; the sun seems to move in the sky during the day)</p> <p>Demonstrate a beginning understanding that all plants and animals depend on the environment to survive (e.g., describe the needs of different animals for food, water, and a specific place to live)</p> | <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> |
| Component 4: Life Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Standard 4.a: Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>0-9 months</b></p> <p>Notice and investigate their own body parts (e.g., play with their fingers or toes)</p> <p>Express their own needs and seek to get them met by crying, lifting their arms, and/or other attention-seeking behaviors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p> <p>SCI 2a.1 Explores immediate environment using senses.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.1 Explores body parts, such as hands and feet.</p>                                                                                                                                                        |
| <b>9-18 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b>                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Explore the characteristics of living things (e.g., petting a cat or dog and feeling its soft fur)</p> <p>Begin to identify animals based on salient characteristics (e.g., call all animals with fur and four legs a “doggy”)</p> <p>Begin to understand that they have different body parts that can be named (e.g., point to eyes, nose, and mouth when asked to do so)</p>                                                                                                                                                                                                                       | <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.2 Points to body parts when prompted.</p>                                                                                                        |
| <p><b>18-24 months</b></p> <p>Observe and respond to animals outdoors (e.g., when outside, follow a butterfly or insect to see where it goes)</p> <p>Begin to distinguish different types of animals based on more specific characteristics and behaviors (e.g., pigs are pink, cows are big and say moo, dogs bark)</p> <p>Begin to demonstrate an awareness of the needs of living things (e.g., imitating caretaking behaviors with a doll or stuffed animal)</p> <p>Begin to distinguish between things that are alive and not alive (e.g., interact differently with a real dog and a toy dog)</p> | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.</p> |
| <p><b>24-36 months</b></p> <p>Make increasingly detailed observations of the characteristics and behaviors of living things (e.g., representations of people begin to include eyes, mouths, and stick arms and legs)</p> <p>Begin to understand that baby animals often resemble their parents (e.g., match photos of adult animals with their babies)</p> <p>Begin to recognize diversity and variation in living things (e.g., notice that children in the classroom have different colors of skin, hair, and eyes)</p>                                                                               | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.</p>                                                                                                            |

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| <p>Begin to associate specific animals with the environments in which they get their needs met (e.g., match pictures of familiar animals with their homes)</p> <p>Begin to express an awareness that living things grow and develop (e.g., express an interest and pride in how they are physically growing and developing new skills)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>36-48 months</b></p> <p>Group animals based on their characteristics and/or where they can be found (e.g., sort animals into categories such as animals with fur or animals that live in the water)</p> <p>Identify ways in which specific living things grow and develop over time and what they need to live (e.g., describe a plant's growth and that it needs water and sun)</p> <p>Demonstrate an increasing understanding of diversity and variation (e.g., describe or represent similarities and differences among animals' characteristics, needs, and homes with increasing detail)</p> <p>Demonstrate an increasing understanding of the difference between living and nonliving things (e.g., describe that living things eat, breathe, move, and play or that they need beds and families)</p> | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p> <p>SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>                                                                                 |
| <p><b>48-60 months</b></p> <p>Describe the characteristics that define living things</p> <p>Compare, contrast, and/ or categorize different types of plants and animals</p> <p>Begin to distinguish between wants and needs of living things</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b></p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p> <p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> |

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| <p>Generate ideas about needs that living things and/or all animals share and how their specific needs may be different (e.g., all animals need food, but they eat different foods)</p> <p>Ask and answer questions about changes in the appearance, behavior, and habitats of living things</p> <p>Wonder and think about how animals adapt to different weather conditions and where they go when not found in the environment</p> <p>Make inferences about why specific plants or animals live where they do and how they get their needs met in that place</p> | <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.</p>                                                                                                                                               |
| <b>Social Studies (SS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                    |
| Component 1: Civics & Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Standard 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</b>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>0-9 months</b></p> <p>Demonstrate preference for familiar versus unfamiliar adults</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b></p> <p>SS 2a.1 Attends to others in immediate environment.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> |
| <p><b>9-18 months</b></p> <p>Look to caregivers for assistance, guidance, and safety</p> <p>Show anticipation of daily events</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b></p> <p>SS 2a.1 Attends to others in immediate environment.</p> <p>SS 2a.2 Participates in communal activities.</p>                                                                                                                                                                                  |

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| <p>Express emotion relating to a conflict (e.g., cry, express frustration)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.1 Responds to and recognizes primary caregivers.</p> <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b><br/>SS 4.2 Indicates the beginning or ending of an event.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b><br/>SED 2b.2 Participates in familiar routines and transitions with support.</p>                                                                                                                                                                                                     |
| <p><b>18-24 months</b></p> <p>Demonstrate an understanding of simple rules and prompts, such as stop but do not consistently follow rules</p> <p>Observe and imitate simple routines and actions of family members and other familiar peers and adults (e.g., shadow parent when wiping table)</p> <p>Express emotion relating to a conflict (e.g., use some language to express emotion, such as “No.” or “Mine.”)</p> <p>Begin to recognize a sense of belonging to a group, such as a class or family (e.g., point to family members in pictures)</p> | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b><br/>SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.</p> <p><b>SED 3c Social relationships: Participates cooperatively in groups</b><br/>SED 3c.2 Mimics actions of others.</p> |
| <p><b>24-36 months</b></p> <p>Follow simple rules with adult assistance (e.g., with adult prompts, take turns, and use their walking feet in the classroom)</p> <p>Participate in routines with adult support (e.g., clean up toys with adult prompts)</p> <p>Communicate about a conflict and seek help from adults to solve or try to solve themselves even if their approaches are not always</p>                                                                                                                                                     | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p><b>SED 4a Problem-Solving: Solves problems</b></p>                                                                                                                                                              |

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| <p>effective or the most appropriate (e.g., ask adult to intervene; use language such as “I want that!”; taking or giving toys)</p> <p>Communicate a sense of belonging to a group such as a class or family (e.g., participate in decision-making; talk about family)</p>                                                                                                                                                                                                                                                                                     | <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>36-48 months</b></p> <p>Describe and demonstrate awareness of group rules and understand that there may be different rules for different contexts (e.g., say “we wash hands after recess” to describe classroom sanitary rules; walking inside, running outside).</p> <p>Take part in the responsibilities of being in a family or group and helping others (e.g., assist peer with cleaning up a learning center)</p> <p>Begin to participate in problem-solving and decision-making (e.g., tell another child to wait for their turn on the slide)</p> | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.<br/> SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>SED 4b Problem-Solving: Responsible decision-making</b><br/> SED 4b.4 With adult support, lists choices or solutions before making a decision.</p> |
| <p><b>48-60 months</b></p> <p>Demonstrate understanding of the need for rules in the home, classroom, and/or community and what happens when rules are not followed (e.g., understand that outdoor toys must be cleaned up to come inside)</p> <p>Seek out opportunities for leadership (e.g., volunteer to feed the class fish or set the table for snack)</p>                                                                                                                                                                                                | <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.<br/> SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.6 Compares roles, rules and responsibilities between different groups.</p>                                                                                                                                                                                                                                                                                                                      |

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| <p>Suggest ways to resolve social conflicts independently and in cooperation with others (e.g., tell peer to “use their words” instead of hitting)</p> <p>Begin to explore basic principles of democracy (e.g., participating in class voting, respecting opinions of others, creating rules)</p> <p>Begin to recognize symbols that represent groups or communities (e.g., school mascot or symbol; flag and eagle)</p> | <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b><br/> SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p><b>SED 4a Problem-Solving: Solves problems</b><br/> SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.<br/> SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.</p> <p><b>SED 4b Problem-Solving: Responsible decision-making</b><br/> SED 4b.5 Makes independent choices based on rules and fairness.<br/> SED 4b.6 Considers others’ feelings when making decisions.</p> |
| Component 2: Economics                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Standard 2.a: Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</b>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>0-9 months</b></p> <p>No examples are provided at this age range in the Rhode Island Early Learning and Development Standards.</p>                                                                                                                                                                                                                                                                                 | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>9-18 months</b></p> <p>Experience basic supply and demand, such as an abundance of or limited access to a resource (e.g., squealing in excitement when a lot of balls are poured out, crying when they are unable to reach a toy)</p>                                                                                                                                                                              | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b><br/> SS 2b.1 Reaches for desired objects.<br/> SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>18-24 months</b></p>                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b><br/> SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Engage with materials that represent different occupations from what they see in their environment (e.g., push a firetruck and make the noise of a siren, help get the mail from the mailbox)</p> <p>Begin to engage in principles of economic exchange through trade (e.g., offer another toy to get another child to drop a toy they want)</p>                                    | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p>                                                                                                                                                                                                                            |
| <p><b>24-36 months</b></p> <p>Identify occupations familiar people have (e.g., put on a hardhat to build in the block center)</p> <p>Demonstrate greater understanding of supply and demand (e.g., rush to get limited playground materials once outside)</p>                                                                                                                          | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p> <p>SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> |
| <p><b>36-48 months</b></p> <p>Express understanding of occupations (e.g., pointing out the workers in the sanitation truck or pretending, “Let’s cook some food for our restaurant”)</p> <p>Show a beginning understanding of the purpose of money to get a desired object (e.g., draw a picture of themselves wearing red shoes and communicate that “on payday I get new shoes”)</p> | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p> <p>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.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>               |
| <p><b>48-60 months</b></p> <p>Communicate the roles and purposes of several occupations, especially those the child is familiar with (e.g., communicate that “firemen are our helpers— they put out fires, and they helped my grandma when she fell down”)</p>                                                                                                                         | <p><b>SS 2b Civics &amp; Economics: Understands concepts of money and economics</b></p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins.</p>                                                                                                                             |

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| <p>Demonstrate awareness of the relationship between jobs, money, and its exchange (e.g., play store in dramatic play where play money is exchanged for a good)</p> <p>Explore ways people have to meet their needs (e.g. helping in the community garden, pretending to grocery shop)</p>            | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>                                                                                                                                                                                                                                                                                                                 |
| Component 3: History                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Standard 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>0-9 months</b></p> <p>Show anticipation for routine activities</p>                                                                                                                                                                                                                              | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.1 Focuses on interactions with others for a short time.</p>                                                                                                                                                                                                                                                                                                                                                |
| <p><b>9-18 months</b></p> <p>Imitate simple actions observed in the recent past (e.g., walk a stuffed animal dog; feed a baby doll)</p>                                                                                                                                                               | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.2 Indicates the beginning or ending of an event.</p>                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>18-24 months</b></p> <p>Follow routines with simple sequences of events practiced in the past with adult assistance (e.g., put backpack in cubby when they arrive; wash hands after breakfast)</p> <p>Begin to understand the passage of time and the meaning of phrases like “after lunch”</p> | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.2 Indicates the beginning or ending of an event.</p> <p>SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.</p> <p><b>SED 2b Self-Regulation: Follows routines and transitions</b></p> <p>SED 2b.2 Participates in familiar routines and transitions with support.</p> <p>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p> |
| <p><b>24-36 months</b></p> <p>Demonstrate an awareness of a daily routine (e.g., say “We go outside after we have snack”; get blanket when ready for naptime)</p>                                                                                                                                     | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.</p>                                                                                                                                                                                                                                                                                                                             |

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| <p>Begin to connect past and present experiences (e.g., discuss how they can do a skill because they are a big kid now).</p> <p>Recognize familiar people even though there may be slight differences in their appearance (e.g., new haircut, taller)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.3 Identifies familiar people and pets.</p>                                                                                                                                                                                                                                |
| <p><b>36-48 months</b></p> <p>Communicate routine events or activities that happened earlier in time using basic vocabulary but not always accurately, (e.g., today, tomorrow, or yesterday)</p> <p>Recall information about the immediate past (e.g., tell parents during pick-up what they did at school today; explain how they saw a squirrel on their walk)</p> <p>Distinguish older family from younger ones and recent past events from events that happened long ago (e.g., communicate that “Grandpa is coming soon, I haven’t seen him for a long time— since I was a baby”)</p> <p>Explore changes that take place over time in the immediate environment (e.g., match pictures of baby animals with adult animals; observe growth of plants in gardens)</p> | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b></p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> |
| <p><b>48-60 months</b></p> <p>Understand and accurately communicate daily routines and sequences of events and experiences in the context of time, using appropriate vocabulary (e.g., retells: “Yesterday I went home after lunch but today I’m going home after rest.”)</p> <p>Show improving ability to differentiate and discuss past, present, and future events (e.g., recount a family story, share where they will go on vacation)</p>                                                                                                                                                                                                                                                                                                                          | <p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b></p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p>SS 4.6 Retells historical, fictional or past events or stories.</p>                                                                                                                                                                                                                                                                              |

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| <p>Develop an interest in family history and historical events (e.g., discuss when family members were children)</p> <p>Observe and recognize that everything (people, events, the world) changes over time (e.g., recount the life cycle of a plant or butterfly)</p>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Standard 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>0-9 months</b></p> <p>Begin to explore characteristics of themselves (e.g., observe themselves in a mirror, look at their own hands and feet)</p> <p>Demonstrate a preference for familiar versus unfamiliar adults (e.g., smile, kick legs, or reach when seeing a familiar person)</p>                                                                                                           | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.1 Responds to and recognizes primary caregivers.<br/> SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/> SS 1c.1 Sees diverse features of people in books, toys or media.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.<br/> SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> |
| <p><b>9-18 months</b></p> <p>Show awareness of the unique attributes of people (e.g., reach out to touch another's hair or face)</p> <p>Use simple words to show recognition of family members (e.g., mama for mom)</p> <p>Demonstrate curiosity about similarities and differences between people (e.g., looking longer at a person of a different race, noticing a change in someone's appearance)</p> | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.1 Responds to and recognizes primary caregivers.<br/> SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/> SS 1c.1 Sees diverse features of people in books, toys or media.<br/> SS 1c.2 Explores people and their features, either in person or in pictures.</p>                                                                                                                                                                                                                           |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.2 Responds to name and interacts with self in mirror.<br/> Recognizes self as being separate from others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>18-24 months</b></p> <p>Refer to themselves by name</p> <p>Explore characteristics of others</p> <p>Identify immediate family members (e.g., recognize known people in pictures; respond to familiar family members and other adults)</p> <p>Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help</p>                                                                                                                   | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/> SS 1c.2 Explores people and their features, either in person or in pictures.<br/> SS 1c.3 Identifies similarities and differences between self and others.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.3 Names self and names basic body parts.</p> <p><b>SS 2a Civics &amp; Economics: Follows rules, limits and expectations</b><br/> SS 2a.2 Participates in communal activities.</p>                                                                                                            |
| <p><b>24-36 months</b></p> <p>Identify own traits and characteristics</p> <p>Express curiosity about similarities and differences among people, families, and communities</p> <p>Identify immediate family members and some extended family (e.g., create a representation of their family and identify their mommy and brother)</p> <p>Engage in pretend play and act out different settings or events that happen at home (e.g., be a doll's daddy and use spoon to feed the doll)</p> | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/> SS 1a.4 Describes family members and their relationship to self.<br/> Identifies and role-plays familiar community helpers.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/> SS 1c.3 Identifies similarities and differences between self and others.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.4 Identifies characteristics of self.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b><br/> SS 1b.2 Participates in activities related to cultures or traditions.<br/> SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> |

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| <p>With adult support, begin to share about community events or family activities they participated in (e.g., when asked, say “my family went to the beach” or explain how they went apple-picking last weekend)</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.3 Uses words, actions and props to pretend.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>36-48 months</b></p> <p>Recognize similarities and differences between themselves and others (e.g., say “Your hair is short, my hair is long”)</p> <p>Demonstrate an understanding of self as part of a family (e.g., communicate that they are a sister or daughter)</p> <p>Engage in pretend play using objects as representations of something else (e.g., use a block as a phone or small rocks as dog food)</p> <p>Identify cultural characteristics and/or traditions of self, family, and community (e.g., retell that “when there is no school, Tia makes pancakes for breakfast” or “we went to the parade”)</p> | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/>SS 1c.3 Identifies similarities and differences between self and others.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/>SED 1a.4 Identifies characteristics of self.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b><br/>SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.<br/>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b><br/>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> |
| <p><b>48-60 months</b></p> <p>Use comparative language to describe similarities and differences among people and use themselves as a reference (e.g., say “That boy is bigger than me”)</p> <p>Engage in pretend play with other children that is planned and organized around a specific theme or task, often with assigned roles (e.g., play house and determine who is going to be the mommy and</p>                                                                                                                                                                                                                         | <p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b><br/>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p><b>SS 1c Culture &amp; Community: Respects diversity</b><br/>SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>the baby; plan a veterinary clinic and the stuffed animals that they will care for)</p> <p>Identify and express curiosity about similarities and differences among the physical and cultural characteristics of people, families, and communities (e.g., after looking at her classmate's self-portrait, say, "Why is everybody's hair different?" Or "My family speaks Spanish at home.")</p> | <p>SS 1c.6 Explains and celebrates how individuals, families or cultures differ.</p> <p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b><br/> SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b><br/> SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/> CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> |
| Component 4: Geography                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Standard 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</b>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>0-9 months</b></p> <p>Notice their surroundings and develop basic spatial awareness (e.g., respond to sound stimuli by looking in that direction; look underneath a cup)</p>                                                                                                                                                                                                                | <p><b>SS 3a Geography: Identifies types of places</b><br/> SS 3a.1 Responds to changes in the immediate environment.</p> <p><b>SS 3b Geography: Interacts with maps</b><br/> SS 3b.1 Navigates within a familiar environment.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/> M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p>                                                                                                                                                                                                                                                                                      |
| <p><b>9-18 months</b></p> <p>Crawl or scoot to explore objects of interest</p>                                                                                                                                                                                                                                                                                                                    | <p><b>SS 3a Geography: Identifies types of places</b><br/> SS 3a.1 Responds to changes in the immediate environment.</p> <p><b>SS 3b Geography: Interacts with maps</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Explore different landscapes in their immediate environment (e.g., crawl up a small hill)                                                                                                                                                                                                                                                                                                  | SS 3b.1 Navigates within a familiar environment.<br>SS 3b.2 Finds ways to move around obstacles in a familiar environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>18-24 months</b><br><br>Use spatial cues to find or describe the location of objects (e.g., “behind the bookshelf,” “on top of the table”)<br><br>Recognize familiar locations (e.g., shows anticipation when approaching home, or school)<br><br>Explore physical characteristics of land through play (e.g., picking up pinecones, climbing rocks, riding a balance bike down a hill) | <b>SS 3a Geography: Identifies types of places</b><br>SS 3a.2 Recognizes familiar places.<br><br><b>SS 3b Geography: Interacts with maps</b><br>SS 3b.2 Finds ways to move around obstacles in a familiar environment.<br><br><b>M 2b Spatial Awareness: Determines object location</b><br>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.<br>M 2b.3 Finds or places objects next to, between, in front of or behind self.<br><br><b>SCI 2a Natural &amp; Earth Science: Understands living and nonliving things</b><br>SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. |
| <b>24-36 months</b><br><br>Follow directions to find and retrieve an object in specific locations<br><br>Point out familiar locations within the neighborhood (e.g., point to school when driving past the building)<br><br>Recognize basic physical characteristics (e.g., landmarks, land features)                                                                                      | <b>SS 3a Geography: Identifies types of places</b><br>SS 3a.3 Identifies a variety of familiar places in own community.<br><br><b>SS 3b Geography: Interacts with maps</b><br>SS 3b.3 Follows a path.<br>SS 3b.4 Recognizes symbols or landmarks.<br><br><b>M 2b Spatial Awareness: Determines object location</b><br>M 2b.3 Finds or places objects next to, between, in front of or behind self.                                                                                                                                                                                                                                                              |
| <b>36-48 months</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>SS 3a Geography: Identifies types of places</b><br>SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>Use spatial terms to communicate with increasing specificity about the location of objects and familiar locations (e.g., far/close, over/under)</p> <p>Identify landmarks or places through their logos and signs (e.g., familiar stores, churches, restaurants)</p> <p>Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")</p> <p>Show recognition and/ or interest in some geographic tools and resources such as maps, globes, or GPS.</p>                                                 | <p><b>SS 3b Geography: Interacts with maps</b><br/> SS 3b.4 Recognizes symbols or landmarks.<br/> SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/> M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.<br/> M 2b.5 Explains the location of an object in relation to another object.</p> <p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b><br/> SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p> |
| <p><b>48-60 months</b></p> <p>Create simple maps of familiar locations and talk about the things that are in certain areas (e.g., a bed or a closet in the bedroom)</p> <p>Name own street, town and/or neighborhood</p> <p>Create representations of different landforms and landmarks during play (e.g., using sand to make a mountain; creating a tunnel with blocks that represent the tunnel on the way to school)</p> <p>Use geographic tools to identify landmarks in a specific location (e.g., use a globe to look for a pretend location during play)</p> | <p><b>SS 3a Geography: Identifies types of places</b><br/> SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p> <p><b>SS 3b Geography: Interacts with maps</b><br/> SS 3b.5 Identifies what is represented on a map and draws pictures of current location.<br/> SS 3b.6 Recreates a map of something they cannot immediately see.</p> <p><b>M 2b Spatial Awareness: Determines object location</b><br/> M 2b.6 Makes simple maps or models to represent the location of objects.</p>                                                             |
| <p><b>Creative Arts (CA)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Component 1: Experimentation and Participation in the Creative Arts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Standard 1.a: Children gain an appreciation for and participate in the creative arts related to music &amp; movement, drama, and the visual arts.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p><b>0-9 months</b></p> <p>Make eye contact with singers and imitate by babbling during or after an adult sings or chants</p> <p>Use objects as tools to make sounds, for example, banging blocks together with adult help</p> <p>Respond to music and being sung to by listening and moving bodies (e.g., their heads, arms, and legs) with some intent and control</p> <p>Engage in social play with adults</p> <p>Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures</p> <p>Attend to bright and/ or contrasting colors in pictures, photographs, and/or mirror images</p> | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.1 Makes sounds to communicate feelings.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.1 Responds to rhythm.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b><br/>CA 2a.1 Uses body language to express feelings.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.1 Moves body in a variety of ways.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.1 Expresses emotions while exploring materials.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.1 Explores materials using gross motor movements and senses.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.1 Imitates simple movements and facial expressions.</p> <p><b>CA 1c Music: Develops tone</b><br/>CA 1c.1 Responds to sounds.</p> |
| <p><b>9-18 months</b></p> <p>Use facial expressions, sound (e.g., vocalization, clapping), and movement to encourage singers, music, or finger plays to continue or in response to cues.</p> <p>Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)</p>                                                                                                                                                                                                                                                                                                                          | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.1 Makes sounds to communicate feelings.<br/>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.1 Responds to rhythm.<br/>CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b><br/>CA 2a.1 Uses body language to express feelings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Recognize and associate a certain song or sound with a particular meaning (e.g., hear a naptime song and think that it's safe, secure, and time to nap)</p> <p>Stand with feet wide apart and sway to the sound of music</p> <p>Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretend to drink from a cup and then say "Ah!" when finished)</p> <p>Use a variety of materials in exploring and creating visual art (e.g., create marks with crayons, paint, or chalk)</p> <p>Scribble spontaneously on paper or in sensory materials (e.g., sand; shaving cream)</p> | <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.1 Expresses emotions while exploring materials.<br/>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.1 Explores materials using gross motor movements and senses.<br/>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.1 Imitates simple movements and facial expressions.<br/>CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 1c Music: Develops tone</b><br/>CA 1c.1 Responds to sounds.<br/>CA 1c.2 Responds to changes in sound, volume or melody.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b><br/>CA 4b.2 Mimics the use of familiar objects.</p> |
| <p><b>18-24 months</b></p> <p>Talk or sing to themselves for comfort or enjoyment (e.g., repeat the same song over and over)</p> <p>"Play" musical instruments (e.g., attempt tap on a drum, press keys of a piano, ring a bell)</p>                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.2 Repeats words in familiar songs and attempts to sing.<br/>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.3 Claps to beat. May not always be consistent.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>Dance to music in a group with support from adults</p> <p>Explore roles through imaginative play, such as saying “boo” to an adult and acting scared when the adult says “boo” to them</p> <p>Seek out imaginative play opportunities with trusted adults</p> <p>Use a variety of art materials with increasing purpose (e.g., squeeze soft clay and dough into abstract shapes)</p> <p>Scribbles become more controlled with repeated motions (e.g., series of horizontal lines; sometimes naming their scribbles)</p> | <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b><br/>CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.3 Explores a variety of artistic tools and media.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.3 Uses materials to create shapes or symbols.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.3 Uses words, actions and props to pretend.</p> <p><b>CA 1c Music: Develops tone</b><br/>CA 1c.3 Understands the difference between singing and speaking voices.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b><br/>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> |
| <p><b>24-36 months</b></p> <p>Imitate simple songs and finger-play movements (e.g., imitate Itsy-Bitsy Spider finger movements but may not know all of song lyrics)</p> <p>March with musical instruments with support from adults</p> <p>Dance alone or with others</p>                                                                                                                                                                                                                                                   | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>Use imaginative play as a vehicle to express their own life experiences and familiar stories</p> <p>Watch and copy other children's play activities</p> <p>Create representations of real objects in artwork and tell about their artistic creation</p> <p>Demonstrate preferences for favorite colors</p> <p>Begins to draw people with circle type head with arms and legs</p>                   | <p>CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.</p> <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.4 Makes choices throughout the artistic process.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.4 Plays a role in group dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b><br/>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> |
| <p><b>36-48 months</b></p> <p>Recite familiar songs and fingerplays (e.g., Twinkle, Twinkle Little Star, ABC song)</p> <p>Explore musical instruments and use them to produce rhythms and tones</p> <p>Begin to move their bodies with increasing control and expression</p> <p>Act out the plots and characters found in familiar stories</p> <p>Participate in pretend play with other children</p> | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b><br/>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>                                                                                                                                                                                                                                                                                                                 |

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| <p>Identify and sometimes name the content in their work of art (e.g., “I made a dog, and his name is Spot”)</p> <p>Notice and communicate about the content of art, music, and drama (e.g., “I like dogs” to describe a picture of a dog)</p> <p>Choose their own art for display in the classroom or for inclusion in a portfolio or book (e.g., bring drawing to their mailbox)</p> <p>Begins adding more detail to drawings of people adding arm with fingers and more elaborate faces</p>                                                                                                                                                                                   | <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p><b>CA 1c Music: Develops tone</b><br/>CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>                                                                                                                                                                                                                                                                 |
| <p><b>48-60 months</b></p> <p>Plan and create new songs and dances or add their own words to songs with support from adults</p> <p>Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs</p> <p>Move their bodies with increasing skill to express emotions and rhythms</p> <p>Write and act out stories based upon familiar topics or characters</p> <p>Intentionally plan and create content in a work of art and show persistence in completing it (e.g., a picture, a playdough sculpture, etc.)</p> <p>Engage with displays of visual art, music, and drama, and may express preferences for types of artwork or art activities</p> | <p><b>CA 1a Music: Expresses through music</b><br/>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.<br/>CA 1a.6 Communicates ideas by creating rhythm or melody.</p> <p><b>CA 1b Music: Develops rhythm</b><br/>CA 1b.5 Repeats simple rhythm patterns.<br/>CA 1b.6 Creates simple rhythm patterns.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b><br/>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.<br/>CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b><br/>CA 2b.5 Follows a leader to perform a simple movement pattern.<br/>CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.</p> |

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| <p>Communicate about the composition of and elements appearing in art, music, and drama in increasing detail (e.g., “I like that drawing because they used lots of stars.”)</p> <p>Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail (e.g., “I used the color red and red is my favorite color.”)</p> <p>Draws people with even more detail such as hair, eyelashes, trunks for bodies, and hands with fingers</p> | <p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b><br/> CA 3a.5 Plans, designs and seeks materials to make a creation.<br/> CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b><br/> CA 3b.5 Uses artistic tools and media to create intentional designs or images.<br/> CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.</p> <p><b>CA 4a Drama: Participates in dramatic and symbolic play</b><br/> CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.<br/> CA 4a.6 With cues, performs a simple pre-planned drama.</p> <p><b>CA 1c Music: Develops tone</b><br/> CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.<br/> CA 1c.6 Controls pitch when singing a familiar song.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b><br/> CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.</p> |
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# Developmental Continuum of Skills

| Individual children develop at a unique pace. |                                                          | Infant                                                                                              |                                                                                                    | Toddler                                                                                                 |                                                                                                                                     | Preschool                                                                                                                                           |                                                                                                          | Primary                                                                                                  |                                                                                                                                     |
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| Skill / Skill Code                            | Sub-skill / Definition                                   | Benchmark 1                                                                                         | Benchmark 2                                                                                        | Benchmark 3                                                                                             | Benchmark 4                                                                                                                         | Benchmark 5                                                                                                                                         | Benchmark 6                                                                                              | Benchmark 7                                                                                              | Benchmark 8                                                                                                                         |
| SED 1 Self-Awareness                          | <b>SED 1a Knows self and expresses confidence</b>        | 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.                                    |
|                                               | <b>SED 1b Expresses needs and preferences</b>            | 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. |
|                                               | <b>SED 1c Completes tasks independently</b>              | 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.                  |
|                                               | <b>SED 1d Identifies emotions</b>                        | 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                         | <b>SED 2a Manages feelings and behavior</b>              | 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.                                                                         |
|                                               | <b>SED 2b Follows routines and transitions</b>           | 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                    | <b>SED 3a Develops relationships with adults</b>         | 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.                       |
|                                               | <b>SED 3b Develops relationships with peers</b>          | 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.                           |
|                                               | <b>SED 3c Participates cooperatively in groups</b>       | 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.                          |
|                                               | <b>SED 3d Identifies and respects emotions of others</b> | 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                         | <b>SED 4a Solves problems</b>                            | 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.                                                           |
|                                               | <b>SED 4b Responsible Decision-Making</b>                | Begins to recognize choices, such as reaching for a toy when multiple options are available.        | Responds to simple guidance on safe and kind choices.                                              | Identifies basic consequences of actions, such as "If I throw my toy, it might break".                  | With adult support, lists choices or solutions before making a decision.                                                            | Makes independent choices based on rules and fairness.                                                                                              | Considers others' feelings when making decisions.                                                        | Evaluates possible solutions and their consequences before acting.                                       | Demonstrates responsible decision-making by applying past experiences to new situations.                                            |

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| Approaches to Learning | <b>ATL 1 Attention &amp; Persistence</b> | <b>ATL 1a Attends</b>                                                                                    | 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.                                                             |
|                        |                                          | <b>ATL 1b Persists</b>                                                                                   | 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.                                                    |
|                        | <b>ATL 2 Flexibility &amp; Play</b>      | <b>ATL 2a Shows flexibility</b>                                                                          | 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.                                              |
|                        |                                          | <b>ATL 2b Engages in play</b>                                                                            | 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   | <b>PD 1 Gross Motor</b>                  | <b>PD 1 Builds strength, coordination and balance of large muscles</b>                                   | 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. |
|                        | <b>PD 2 Fine Motor</b>                   | <b>PD 2 Builds strength and coordination of small movements</b>                                          | 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.                                                                          |
|                        | <b>PD 3 Safety</b>                       | <b>PD 3 Demonstrates safe practices</b>                                                                  | 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.                                                                |
|                        | <b>PD 4 Personal Care</b>                | <b>PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b> | 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.                                                    |
|                        |                                          | <b>PD 4b Understands bodily functions</b>                                                                | 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.                                                                                           |
|                        | <b>PD 5 Nutrition</b>                    | <b>PD5 Follows healthy nutrition routines</b>                                                            | Cries when hungry.                                                                                                         | Communicates the need to eat and feeds self some finger foods.                                           | Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.                | Identifies food and serves a portion into a bowl or plate and feeds self.                                                                  | Identifies food groups, sorts food and identifies food that is nutritious                                                                    | Describes how nutritious food helps the body grow and develop and helps to prepare food.                         | Describes what happens after the consumption of food.                                                                    | Prepares simple food for self.                                                                                                     |

| Individual children develop at a unique pace. |                              | Infant                                                                     |                                                                         | Toddler                                                                                                                | Preschool                                                                                        |                                                                                                                     | Primary                                                                                                           |                                                                                                                                 |                                                                                                                                          |                                                                                                                                                          |
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| Skill / Skill Code                            | Sub-skill / Definition       | Benchmark 1                                                                | Benchmark 2                                                             | Benchmark 3                                                                                                            | Benchmark 4                                                                                      | Benchmark 5                                                                                                         | Benchmark 6                                                                                                       | Benchmark 7                                                                                                                     | Benchmark 8                                                                                                                              |                                                                                                                                                          |
| 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.                                                                  |

|                                                                                                            |                              |                                                                        |                                                                                |                                                                                                                   |                                                                                                                            |                                                                                                                                                                 |                                                                                                                                               |                                                                                                                                                                                 |                                                                                                                             |                                                                                                                                   |
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| <div>  Mathematics </div> | <b>M 1 Number Sense</b>      | <b>M 1a Verbally counts numbers</b>                                    | 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.                                                                              |
|                                                                                                            |                              | <b>M 1b Identifies and writes numerals</b>                             | 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.                                 |
|                                                                                                            |                              | <b>M 1c Counting one-to-one, and composing and decomposing numbers</b> | 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.                                                                |
|                                                                                                            |                              | <b>M 1d Number Quantities and Comparison</b>                           | 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.                                                                                              |
|                                                                                                            |                              | <b>M 1e Addition and Subtraction</b>                                   | 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.           |
|                                                                                                            | <b>M 2 Spatial Awareness</b> | <b>M 2a Understands how objects move in space</b>                      | 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.                                           |
|                                                                                                            |                              | <b>M 2b Determines object location</b>                                 | 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.                                    |
|                                                                                                            | <b>M 3 Shapes</b>            | <b>M 3 Identifies shapes and their characteristics</b>                 | 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.                                                                                |
|                                                                                                            | <b>M 4 Measurement</b>       | <b>M 4a Measures and Estimates</b>                                     | 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. |
|                                                                                                            |                              | <b>M 4b Compares and Orders</b>                                        | 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.                             |
|                                                                                                            | <b>M 5 Patterns</b>          | <b>M 5 Copies, Creates, and Extends Patterns</b>                       | Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. | Notifies things that repeat in the environment.                                                                   | Fills in the missing piece of an AB pattern.                                                                               | Copies, creates and extends AB patterns.                                                                                                                        | Fills in the missing piece of complex patterns, such as ABC or AABB.                                                                          | Copies, creates and extends complex patterns, such as ABC or AABB.                                                                                                              | Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.                      | Develops and explains own formula for creating a variety of patterns.                                                             |
|                                                                                                            | <b>M 6 Classification</b>    | <b>M 6 Sorts and graphs</b>                                            | Notifies when two objects are similar in some way.                             | Creates groups of objects by common characteristics but may be mixed or inconsistent.                             | Sorts objects by one feature.                                                                                              | After sorting objects by one feature, sorts again by a different feature.                                                                                       | Sorts objects by more than one feature and explains why.                                                                                      | Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.                                                                             | Gathers, represents and answers questions about objects or data in three categories.                                        | Gathers, represents and answers questions about objects or data in four categories.                                               |

| Individual children develop at a unique pace.                                                             |                                          | Infant                                                      |                                                                 | Toddler                                                                                                        |                                                                                                                     | Preschool                                                                                                                                     |                                                                                                                                    | Primary                                                                                                 |                                                                                                                                                                    |                                                                                                                                            |
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| Skill / Skill Code                                                                                        |                                          | Sub-skill / Definition                                      | Benchmark 1                                                     | Benchmark 2                                                                                                    | Benchmark 3                                                                                                         | Benchmark 4                                                                                                                                   | Benchmark 5                                                                                                                        | Benchmark 6                                                                                             | Benchmark 7                                                                                                                                                        | Benchmark 8                                                                                                                                |
| <br><b>Science</b>        | <b>SCI 1 Investigation &amp; Inquiry</b> | <b>SCI 1a Asks questions and makes predictions</b>          | 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.            |
|                                                                                                           |                                          | <b>SCI 1b Observes, describes and records</b>               | 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.                       |
|                                                                                                           | <b>SCI 2 Natural &amp; Earth Science</b> | <b>SCI 2a Understands living and nonliving things</b>       | 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.                    |
|                                                                                                           |                                          | <b>SCI 2b Demonstrates knowledge of Earth's environment</b> | 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.                                                                           |
|                                                                                                           | <b>SCI 3 Physical Science</b>            | <b>SCI 3a Explores forces and motion</b>                    | 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.                                                                      |
|                                                                                                           |                                          | <b>SCI 3b Explores the physical properties of materials</b> | 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.                                                                          |
|                                                                                                           | <b>SCI 4 Technology</b>                  | <b>SCI 4 Uses tools and technology to perform tasks</b>     | 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.                                                     |
| <br><b>Social Studies</b> | <b>SS 1 Culture &amp; Community</b>      | <b>SS 1a Identifies community and family roles</b>          | 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.                                     |
|                                                                                                           |                                          | <b>SS 1b Explores and respects cultures and traditions</b>  | 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.                                                    |
|                                                                                                           |                                          | <b>SS 1c Respects diversity</b>                             | 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.                                             |
|                                                                                                           | <b>SS 2 Civics &amp; Economics</b>       | <b>SS 2a Follows rules, limits and expectations</b>         | 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.                                   |
|                                                                                                           |                                          | <b>SS 2b Understands concepts of money and economics</b>    | 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. |
|                                                                                                           | <b>SS 3 Geography</b>                    | <b>SS 3a Identifies types of places</b>                     | 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.                                           |
|                                                                                                           |                                          | <b>SS 3b Interacts with maps</b>                            | 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.                                                                                              |
|                                                                                                           | <b>SS 4 History &amp; Sense of Time</b>  | <b>SS 4 Develops sense of time</b>                          | 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.          |

|               |                       |                                                                  |                                                            |                                                               |                                                                                                            |                                                                                                                    |                                                                                                             |                                                                                                     |                                                                                                                       |                                                                                        |
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| 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.                                                                                            |