



Alignment of the
**Experience Developmental
Continuum of Skills**
with
Iowa Early Childhood Standards





The Experience Developmental Continuum of Skills

This document details the alignment of the **Iowa Early Childhood Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

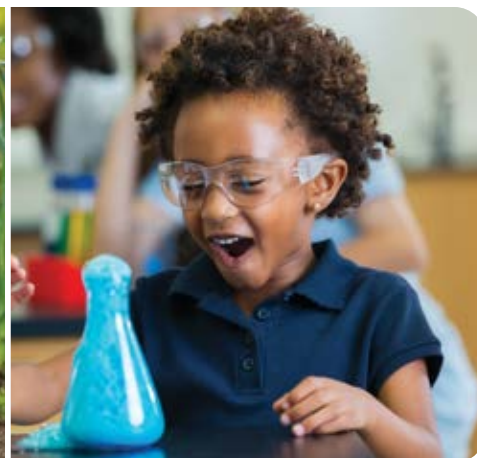
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit www.experiencecurriculum.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



Area 1: Emotional Well-being and Relationship Development	
Standard 1: Responds to and engages with familiar adults	
Birth-12 months A. Develops expectations of consistent, positive interactions through secure relationships with familiar adults B. Distinguishes between familiar and unfamiliar adults C. Accepts and initiates contact, comfort and assistance from familiar adults D. Explores the environment, checking back with familiar adults periodically for security E. Shows discomfort at separation from familiar adults	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Approximately 12-24 months F. Engages and initiates in shared playful experiences with a familiar adult G. Prefers primary caregiver and may experience intense feelings when separating or reuniting with them H. Feels comfortable in a variety of places with familiar adults I. Seeks help from adults in unfamiliar situation	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Approximately 24-36 months J. Initiates and responds to social interaction displaying trust by expressing affection toward preferred adults	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

K. Manages separations from familiar adults with decreasing amounts of stress	
Approximately 3-4 years L. Initiates more complex interactions with familiar adults M. Responds to familiar adult requests and directions with adult assistance or prompting N. Begins accepting guidance, comfort and directions from familiar adults to a broader range of adults	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Approximately 4-5 years O. Engages in extended reciprocal interactions with adults P. Accepts guidance, comfort and directions from a range of adults in a variety of environments Q. Responds to adult requests and directions, may need assistance or prompting	SED 3a Social relationships: Develops relationships with adults SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
Standard 2: Demonstrates a sense of self-awareness	
Birth-12 months A. Develops awareness of self within their environment: a. Touch stimuli b. Reflex response of rooting, startling, stroking and grasping B. Expresses reaction through facial expressions, sounds and gestures C. Moves and makes sounds to get or keep the attention of others	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

D. Responds to name by familiar adult E. Shows awareness of their own body as a part of their environment F. Differentiates between seeing themselves and mimicking others actions G. Shows awareness of familiar routines through responsive behaviors H. Imitates actions of others I. Shows preference for toys and experiences	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.
Approximately 12-24 months J. Understands some features and qualities of self and others K. Consciously imitates others to engage in playful interactions L. Begins to portray roles and relationships with a familiar adult M. Tests limits and boundaries N. Begins to finish tasks making their own decisions (autonomy)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.
Approximately 24-36 months O. Responds to name when asked P. Shows independence from familiar adults	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.

Q. Recognizes own feelings, needs, features, qualities and preferences as different from others R. Works to gain positive responses from familiar adults S. Seeks assistance from familiar adults in new or difficult tasks or situations T. Imitates another child or adult's play or behavior U. Begins to understand things belong to them	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Approximately 3-4 years V. Shows growing independence in a range of activities, routines and tasks W. Begins to understand how others perceive them X. Begins to seek approval from others Y. Begins to imitate social behaviors and shared interests Z. Expresses positive sense of self in terms of specific abilities	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Approximately 4-5 years AA. Displays independence and confidence in making choices of wants and needs	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1b Self-Awareness: Expresses needs and preferences

BB. Begins to understand how own actions relate to how others perceive them CC. Imitates social behaviors and shared interests by participating in cooperative and social play	SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one's needs or personal preferences. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
Standard 3: Demonstrates awareness of their emotions and behaviors and expresses them in developmentally appropriate ways	
Birth-12 months A. Expresses a variety of emotions to seek a response from a familiar adult B. Uses signals to meet needs: a. Crying b. Body language c. Inability to soothe C. Calms with soothing from a familiar adult D. Develops distinct preferences for self-soothing and comforting E. Participates in routines with familiar adults	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Approximately 12-24 months F. Seeks emotional security and support through close proximity to familiar adults G. Responds to others' emotions by sharing an emotional reaction H. Tolerates brief delays in having needs met	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.

I. Initiates steps of social routines with familiar adults	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Approximately 24-36 months J. Shows awareness of own emotions through verbal and nonverbal expression K. Waits briefly to obtain a preferred item L. Develops an understanding of routines and expectations. May require reminders or assistance from adults M. Follows simple routines and expectations in a variety of settings N. Shows an increasing ability to manage actions, emotions and emotional expressions. May need guidance from familiar adults in a safe and consistent environment O. Shows an increasing range and variety of emotions with the shift between emotions becoming smoother	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.
Approximately 3-4 years P. Begins labeling basic feelings and emotions Q. Begins to develop patience based on refined ability to take turns R. Begins to manage emotions independently. May need adult support to co-regulate big emotions S. Manages transitions and changes to routines	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.
Approximately 4-5 years	SED 2a Self-Regulation: Manages feelings and behavior

T. Expresses a broad range of emotions and begins to notice more complex emotions in self U. Labels emotions, needs, opinions and desires through preferred communication methods V. Demonstrates coping and self-regulation skills to manage a variety of emotions with increasing independence W. Shows an increasing ability to understand and accept the connection between their actions and positive or negative consequences X. Shows increasing understanding of changing expectations and emotional expression in different settings	SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.6 Expresses and advocates for one's needs or personal preferences. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time. SED 4b Problem-Solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break".
Standard 4: Forms positive peer relationships	
Birth-12 months A. Notices, imitates and responds to emotions displayed by peers B. Shows recognition of others through actions C. Explores, responds and initiates back and forth interactions with peers, supported by familiar adults	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Approximately 12-24 months D. Begins to show and notice empathy by responding with concern in interactions with peers	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3c Social relationships: Participates cooperatively in groups

E. Simple turn-taking begins with imitation and shared playful experiences with a familiar adult F. Interacts and responds to a few children on a regular basis G. Engages briefly in simple interactions with another child H. Imitates actions of peers	SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Approximately 24-36 months I. Begins to label emotions in others J. Begins to express empathy and concern with words or actions with adult support K. Plays near or side by side with peers L. Begins to recognize peers by name M. Begins to join in play with others including turn-taking, supported by familiar adults	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
Approximately 3-4 years N. Expresses empathy to peers by showing caring behaviors O. Begins to show preferences when playing with peers P. Begins to engage in interactions and play with other peers without adult support	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.

Q. Identifies a few peers by name R. Refines ability to take turns S. Begins to recognize and describe social problems T. Accepts solutions to conflicts with adult guidance and support	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Approximately 4-5 years U. Expresses empathy for others and tries to help with an increased range of more complex actions V. Sustains positive interactions with one to two preferred peers W. Negotiates with others to resolve disagreements with or without prompting from adults: a. Turn taking b. Social problems X. Engages in sustained periods of cooperative play including strategies to join groups Y. Identifies friends by names	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.5 Identifies complex feelings of others and responds accordingly. ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Area 2: Physical Well-being and Motor Development	
Standard 1: Participates in practices that promote health, safety and nutrition	
Birth-12 months A. Responds to care and play routines	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met.

B. Establishes healthy eating and sleeping patterns with the assistance of an adult C. Consumes breastmilk or formula, progressing to solid foods and drinking from a cup D. Shows a willingness to try new foods and engages in food exploration	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
Approximately 12-24 months E. Participates in healthy self-care routines, with adult support F. Demonstrates a balance of rest and physical activity with adult support G. Advances self-feeding skills by exploring and practicing with eating and drinking utensils H. Participates in safe behaviors in the environment with adult support	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Approximately 24-36 months I. Demonstrates healthy self-care routines, with increasing independence J. Demonstrates a balance of rest and physical activity with less adult support K. Uses eating and drinking utensils with more control	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 3 Safety: Demonstrates safe practices

L. Participates in safe behaviors in the environment with less adult support	PD 3.3 Follows simple safety rules and avoids danger.
Approximately 3-4 years M. Participates in healthy self-care routines N. Begins to recognize and identify healthy foods O. Advances self-feeding skills to independently feed self with eating and drinking utensils P. Demonstrates safe behaviors in the environment Q. Demonstrates increasing independence with balancing rest and physical activity	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
Approximately 4-5 years R. Communicates safety rules and the reasons for the rules for indoor and outdoor environments S. Follows healthy self care routines T. Serves food or pours drinks with supervision U. Develops appropriate balance between rest and physical activity as part of a healthy lifestyle	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 3 Safety: Demonstrates safe practices PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Standard 2: Develops large motor skills	

Birth-12 months A. Notices hands and feet, bringing to mouth, batting and touching objects B. Begins to use balance, strength and coordination in activities: a. Turns head from side to side b. Lifts head up while positioned on stomach C. Gains control of the head and body: a. Sits up b. Stands with support D. Begins to use control in large motor skills: a. Reaches for objects b. Rolls over from back to stomach and stomach to back c. Pushes up with straight arms while positioned on stomach d. Crawls forward e. Stands while holding on to furniture f. Walks while holding on to furniture-cruising g. Takes steps while holding adult's hand	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Approximately 12-24 months E. Demonstrates increasing control in large motor skills: a. Walks independently b. Stoops and recovers c. Rolls a ball d. Climbs on low furniture or play equipment e. Crawls up stairs or walks up stairs with adult support	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Approximately 24-36 months F. Demonstrates more advanced control in large motor skills: a. Runs b. Throws a ball c. Jumps with two feet off the ground G. Demonstrates increasing balance in activities: a. Walks up stairs placing two feet on each step b. Marches c. Moves a riding toy by using feet	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Approximately 3-4 years	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

H. Demonstrates control and balance in large motor skills using both sides of the body together - crossing midline: a. Walks with a steady gait b. Runs without falling c. Jumps forward d. Gallops e. Pedals a tricycle f. Walks up stairs by alternating feet I. Demonstrates the ability to coordinate movements with balls: a. Throws overhand b. Kicks a ball c. Catches a large ball d. Bounces a ball J. Experiments with creative movement skills	PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
Approximately 4-5 years K. Demonstrates increasing control, coordination and balance in large motor skills using both sides of the body together - crossing midline: a. Walks a straight line b. Hops on one foot c. Steers a tricycle around objects d. Jumps over objects e. Skips L. Uses creative movement in a variety of settings	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
Standard 3: Develops small motor skills	
Birth-12 months A. Begins to develop hand-eye coordination to perform simple self-help and small motor tasks: a. Reaches for and grasps objects b. Transfers objects from one hand to the other c. Uses whole hand to pick up objects d. Places objects on a surface e. Uses one finger to point, touch or activate a toy f. Picks up objects with fingertips rather than the palm g. Bangs two objects together h. Puts an object into a container i. Picks up small objects using first finger and thumb - pincer grasp	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Approximately 12-24 months	PD 2 Fine Motor: Builds strength and coordination of small movements

B. Uses hand-eye coordination to perform simple self-help and small motor tasks: a. Turns pages in a board book b. Stacks 2-4 blocks c. Purposefully fits one object into another-nesting d. Participates in dressing self e. Removes loose clothing f. Grasps writing utensils with whole hand and makes marks on paper	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines.
Approximately 24-36 months C. Begins to coordinate small muscle movements to perform more complex self-help and small motor tasks: a. Uses hand to rotate objects b. Participates in activities that involve using both hands c. Strings large beads d. Manipulates puzzle pieces e. Demonstrates increasing independence with dressing and undressing	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
Approximately 3-4 years D. Begins to demonstrate small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline: a. Snips with scissors b. Draws lines and circles c. Grasps writing utensil with thumb and fingers d. Pulls zipper up or down when started by adult e. Fastens and unfastens snaps and buttons with adult support f. Puts on coat, jacket or shirt independently	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Approximately 4-5 years	PD 2 Fine Motor: Builds strength and coordination of small movements

E. Demonstrates small muscle control with complex self-help and small motor tasks using both sides of the body together - crossing midline: a. Strings small beads b. Cuts shapes c. Draws figures with three or more body parts d. Attempts to zip zippers independently e. Fastens and unfastens some buttons f. Dresses or undresses self with minimal assistance	PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
Area 3: Approaches to Learning	
Standard 1: Demonstrates curiosity and initiative	
Birth-12 months A. Shows interest in body and environment B. Utilizes senses to choose, explore and manipulate objects or toys in a variety of ways C. Notices and imitates gestures D. Repeats actions to see effects E. Shows interest in peers, adults, objects and events F. Begins to demonstrate preferences for objects and materials	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.
Approximately 12-24 months G. Demonstrate learning by repeating familiar and new experiences H. Actively engages with or near adults, peers and materials I. Seeks information by using gestures, shared attention and early language to express interest	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.

	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Approximately 24-36 months J. Intentionally chooses a variety of materials and experiences, seeking out new challenges K. Enjoys accomplishing simple goals L. Seeks information by combining gestures, shared attention and early language to express curiosity and interest	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
Approximately 3-4 years M. Participates in activities with increasing independence N. Demonstrates learning by practicing familiar skills in new ways to explore ideas and increase independence O. Demonstrates curiosity by noticing differences, expressing uncertainty and seeking information from others P. Asks questions about a variety of topics	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Approximately 4-5 years Q. Uses personal interests to engage in and extend learning experiences	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.

R. Participates in experiences with flexibility, imagination and independence S. Uses background knowledge and curiosity to ask questions informing new learning	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Standard 2: Participates through engagement and persistence	
Birth-12 months A. Participates in shared interactions with familiar adults: a. Attends to faces, voices and movement b. Calms with familiar adults c. Briefly focuses on sights, sounds or touch B. Engages in experiences by attending, exploring and responding to people and materials C. Observes behavior of others	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
Approximately 12-24 months D. Participates in familiar routines E. Uses gestures or sounds to stay involved F. Imitates behaviors of others G. Engages in self-initiated, unstructured play with increased concentration (solo play) H. Moves toward preferred activities	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.

	SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.
Approximately 24-36 months I. Repeats experiences with objects, adults and peers to build knowledge and understanding J. Sustains attention with people, objects or experiences: a. Increases concentration and persistence in activities for longer periods b. Seeks adult help to remain engaged c. Returns to an activity after interruption d. Begins directing own play K. Plays alongside or near others (parallel play)	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
Approximately 3-4 years L. Participates in learning experiences with focus despite distractions M. Follows group expectations and directions with guidance N. Initiates play experiences based on interests or goals O. Engages in shared play with peers (associative play) P. Adjusts behavior to stay engaged socially	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Approximately 4-5 years Q. Actively participates in learning experiences with sustained focus, independence and purpose R. Participates independently and collaboratively	ATL 1a Attention & Persistence: Attends ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions. ATL 2b Flexibility & Play: Engages in play

S. Re-engages in activities after minor distractions or a delay in time T. Plans and organizes play (cooperative play): a. Negotiates roles and ideas with peers b. Collaborates towards shared goals c. Seeks and provides peer support to resolve conflicts	ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
Standard 3: Demonstrates cognitive flexibility and problem-solving skills	
Birth-12 months A. Expresses needs through cries, facial expressions or body movements B. Looks to familiar adult for support when experiencing difficulty C. Explores through repeated actions: a. Repeats the same action to see what happens b. Stops and watches when an action causes a new result c. Increase intentional actions with objects or people d. Understands people, things and objects continue to exist even when they are out of sight (object permanence)	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Approximately 12-24 months D. Uses gestures or sounds to request assistance E. Uses trial and error to explore solutions and achieve goals: a. Repeats actions to achieve a desired outcome b. Changes actions slightly when something doesn't work c. Tries again after brief frustration d. Looks to adults for help after attempts	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

Approximately 24-36 months F. Attempts different strategies to solve problems using trial and error: a. Attempts several strategies to solve a problem b. Uses familiar strategies first c. Persists briefly before seeking help G. Recognizes difficulties: a. Adjusts actions as needed b. Seek assistance using gestures or words H. Begins imaginative play, using objects in imaginative ways	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.
Approximately 3-4 years I. Shows interest in finding possible solutions to questions, tasks or problems J. Demonstrates emerging flexibility by trying different approaches to solve problems: a. Tries alternative solutions when encouraged b. Adjusts approach after feedback c. Experiments with materials in new ways K. Persists when faced with challenges L. Attempts to solve problems and accepts help when offered	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Approximately 4-5 years M. Uses trial and error strategically to test solutions and solve problems: a. Selects strategies intentionally b. Uses previous experiences to guide attempts c. Tries multiple solutions, independently d. Reflects on what worked and why e. Seeks help after sustained effort N. Recognizes and solves problems through active exploration, interactions and discussions: a. Shares ideas b. Seeks and accepts help when encountering a problem	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. ATL 1b Attention & Persistence: Persists ATL 1b.6 Persists on a challenging activity independently.

Area 4: Social Development and Social Studies	
Standard 1: Demonstrates connections to family and community	
Birth-12 months A. Shows awareness of familiar routines through responsive behaviors B. Expresses contentment being in a familiar setting or group C. Uses familiar adults to establish safety during exploration	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Approximately 12-24 months D. Explores and plays freely within familiar settings E. Participates in familiar routines	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
Approximately 24-36 months F. Shows responsibility as a member of a family or community: a. Helps with preparation routines b. Participates in clean up routines	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 1a Culture & Community: Identifies community and family roles.

G. Recognizes their family as an important group to which they belong: a. Communicates information about family routines b. Identifies own family in pictures	SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
Approximately 3-4 years H. Follows familiar routines and group expectations with support I. Explains how communities are composed of groups of people who live, play or work together J. Identifies communities to which they belong: a. Families other than their own b. Community connections K. Recognizes the roles of community helpers L. Understands how people work together to help others M. Begins to notice and respect similarities and differences in family traditions, languages and backgrounds within their community	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
Approximately 4-5 years N. Begins to express own thoughts and opinions with confidence while listening to and respecting the thoughts and opinions of others: a. Demonstrates preferences and choices b. Displays empathy and understanding that others have input and opinions c. Begins to identify ways of making choices with others d. Demonstrates understanding of an outcome of a discussion O. Demonstrates an initial awareness of the concepts of fairness and responsibility toward family and community	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.6 Expresses and advocates for one's needs or personal preferences.

P. Recognize the reasons for rules in the home and early childhood environment and for laws in the community	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 4b Problem-Solving: Responsible decision-making SED 4b.6 Considers others' feelings when making decisions.
Standard 2: Demonstrates awareness of how people relate to the environment in which they live	
Birth-12 months A. Shows interest and curiosity within familiar and unfamiliar settings B. Explores and plays with familiar and new objects using all five senses C. Learns about the environment through meaningful exploration: a. Manipulates their surroundings b. Touches different objects in the environment c. Observes movement D. Moves toward a favorite object	SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Approximately 12-24 months E. Chooses and participates in familiar and unfamiliar experiences with adult support F. Learns about the environment through meaningful exploration: a. Points out objects in the environment b. Interacts with living things c. Plays alongside other children in nature-rich settings G. Seeks an object when instructed where to find it	SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.

	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
Approximately 24-36 months H. Chooses, initiates and participates in familiar and new experiences by exploring I. Learns about the environment through meaningful exploration: a. Pretends with props or other environmental objects b. Interacts with peers in a nature-rich setting J. Begins to identify and use location vocabulary to describe places and physical features in the environment	SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
Approximately 3-4 years K. Interacts with the world in less familiar settings L. Recognizes people share the environment with other people, animals and plants M. Demonstrates how people care for the environment through activities and experiences	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.

N. Explains where something is using specific words	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Approximately 4-5 years O. Identifies features of the environment and people P. Recognizes a variety of jobs and how they impact the environment Q. Describes where something is using detailed vocabulary	SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.
Standard 3: Demonstrates an awareness of past events and how those events relate to one's self, family and community	
Birth-12 months A. Begins a rudimentary understanding of time sequences: a. Before b. After B. Demonstrates awareness and anticipation of familiar care and play routines	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.

C. Develops own routine	
Approximately 12-24 months D. Recognizes familiar routines E. Acknowledges changes in the environment F. Focuses on understanding self and others in relation to family and community G. Begins to anticipate daily routines helping to build a foundational understanding of sequence and time	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Approximately 24-36 months H. Begins using temporal words like "yesterday" and "tomorrow" though they often use them incorrectly to represent any past or future event I. Develops an awareness of time and routine concepts within their daily life J. Begins to recognize daily events follow a pattern	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as "first" and "then.". M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Approximately 3-4 years K. Differentiates between past, present and future L. Represents events and experiences that occurred in the past through words, play and art	SS 4 History & Sense of Time: Develops sense of time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.

M. Begins to anticipate routines and time concepts within their daily life N. Uses language to describe time of day	LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Approximately 4-5 years O. Constructs meaning of the world through past events P. Explains how past events relate to oneself, family and community Q. Sequences familiar events by describing events and answering simple questions about time	SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.6 Explains personal thoughts about familiar people, places and events.
Area 5: Creative Arts	
Standard 1: Participates in a variety of art-related experiences	
Birth-12 months A. Gazes at a visual or mirror image B. Manipulates and explores play materials within the environment C. Engages with textures, colors and the multisensory nature of art materials	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.

Approximately 12-24 months D. Expresses interest in art-related experiences and media E. Engages in experiences that encourage creative expression F. Experiments with a variety of art materials G. Scribbles, focuses on the joy of motion rather than representation of shapes or symbols	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.
Approximately 24-36 months H. Explores and uses a range of drawing and art materials to create original works I. Describes their own artwork J. Imitates drawing circular motions and simple lines; begins to 'name' scribbles after they are finished	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes or symbols. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
Approximately 3-4 years K. Demonstrates care and persistence in art projects L. Connects artwork to personal experiences or surroundings M. Connects drawn shapes to their physical world: a. Names scribbles b. Creates simple, symbolic representations of people or objects N. Chooses colors based on preference and not reality O. Begins to revise and/or expand on ideas by revisiting art projects	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

	LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. SED 1c Self-Awareness: Completes tasks independently SED 1c.6 Revisits a familiar task or activity with a different approach.
Approximately 4-5 years P. Creates two- and three-dimensional works of art while experimenting with color, line, shape, form, texture and space Q. Expresses ideas about own artwork and the artwork of others: a. Relates artwork to what is happening in the environment b. Relates artwork to what is happening in life experiences R. Creates drawings: a. Shows clear sense of space b. Arranges objects in a logical, orderly fashion c. Draws figures with three or more body parts S. Uses imagination with materials to create stories or works of art T. Plans and works cooperatively to create art projects	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. LLD 7b Writing: Uses writing to represent meaning LLD 7b.6 Draws and writes to express ideas or share an opinion.
Standard 2: Participates in a variety of rhythm, music and movement experiences	
Birth-12 months A. Responds to songs, tones, rhythms, voices and music B. Interacts with others through touch, motion and sensory exploration	CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.

C. Imitates motion D. Moves and adjusts to faster/slower music E. Explores a variety of age-appropriate instruments and sound-making objects	CA 1c.2 Responds to changes in sound, volume or melody. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.
Approximately 12-24 months F. Moves body to music G. Participates in simple back-and-forth interactions with another child or adult: a. Through touch, motion and sensory exploration b. Imitation c. Vocal imitation and filling in words (extension) H. Experiments with a variety of age-appropriate instruments and sound-making objects: a. Volume b. Tone c. Characteristics	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.
Approximately 24-36 months I. Chooses and participates in music and movement experiences with others J. Sings simple songs K. Participates in finger plays L. Recognizes rhythms and patterns throughout their day	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.

	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment.
Approximately 3-4 years M. Participates in a variety of musical and rhythmic experiences N. Participates in a variety of imaginative and/or creative musical experiences O. Recognizes patterns: a. Fills in words in songs and/or rhymes b. Joins in on a rhythm c. Repeats a simple rhythm P. Demonstrates an awareness of music and sound as part of daily life	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.
Approximately 4-5 years Q. Identifies differences in sounds: a. Long and short sounds (rhythm) b. High and low sounds (pitch) c. Fast and slow sounds (tempo) d. Differences between instruments or sounds (timbre) R. Describes feelings and reactions in response to diverse musical genres and styles S. Creates own songs and movements T. Vocalizes and uses instruments in more complex music/songs	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1b Music: Develops rhythm CA 1b.6 Creates simple rhythm patterns. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 2a Dance & Movement: Expresses through dance

	CA 2a.6 Expresses ideas, feelings and stories through creative movement.
Standard 3: Engages in a variety of dramatic play experiences	
Birth-12 months A. Imitates sounds, facial expressions, gestures or behaviors of another person B. Imitates actions and sounds of animals, people and objects C. Engages with toys that represent real objects D. Participates in movement games and activities E. Shows curiosity in books and stories	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
Approximately 12-24 months F. Uses vocal intonation in play G. Engages in simple whole-group dramatics H. Responds to favorite stories I. Engages in dramatic play in both indoor and outdoor environments: a. Imitates simple actions b. Engages in one-step pretend action c. Uses an object to represent a different item	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. SED 3c Social relationships: Participates cooperatively in groups

	SED 3c.3 Joins a group and participates in an activity when asked.
Approximately 24-36 months J. Shows creativity and imagination when using materials: a. Links actions into short play routines b. Role-plays familiar routines from their daily life c. Pretends with less realistic props K. Uses words and/or actions to portray a role, situation or setting L. Engages in role-play independently or next to other children M. Acts out simple games or stories with adult support	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
Approximately 3-4 years N. Interacts with peers in dramatic play experiences: a. Assumes specific, familiar roles b. Organizes scenarios with a simple theme O. Uses creativity, words, actions and materials to portray a role, situation or setting P. Increases independence in acting out simple games or stories	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2b Flexibility & Play: Engages in play

	ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Approximately 4-5 years Q. Interacts with peers in dramatic play experiences that become more extended and complex: a. Uses increased imagination and fantasy themes b. Uses invisible or imaginary props c. Negotiates roles and creates extended narratives R. Follows simple instructions to recreate a familiar storyline S. Imagines and clearly describes characters, relationships and settings in dramatic play situations with other children	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events. ATL 2b Flexibility & Play: Engages in play ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story.
Area 6: Communication, Language and Emergent Literacy	
Standard 1: Understands, processes and comprehends language (receptive vocabulary)	
Birth-12 months A. Calms to voice of familiar adult B. Follows sounds with eyes C. Alerts to unexpected sound and changes in tone	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions.

D. Smiles responsively E. Turns to locate sounds F. Responds to caregiver by turning, looking, reaching or vocalizing G. Recognizes their own name H. Responds to 'no' I. Connects verbal communication to object J. Understands simple, familiar words and gestures	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.
Approximately 12-24 months K. Begins to demonstrate receptive language skills: a. Understands approximately 50+ words b. Points to familiar objects or body parts when asked c. Follows simple directions L. Understands early prepositions like "in" or "on" M. Pauses briefly or stops when told "no"	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted.
Approximately 24-36 months	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately.

N. Uses receptive language skills: a. Understands approximately 300+ words b. Follows 1-2 step directions c. Understands simple opposite concepts d. Understands simple who, what and where questions O. Connects spoken words to pictures and objects distinguishing between words that sound similar	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Approximately 3-4 years P. Demonstrates a rapid increase in receptive language skills: a. Understands approximately 1,000-3,000 words b. Follows 2-3 step directions R. Demonstrates understanding of vocabulary related to: a. Descriptive words b. Spatial concepts c. Quantity words	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
Approximately 4-5 years S. Demonstrates more complex receptive language skills: a. Understands approximately 4,200 words and expands to at least 10,000 by age of 5 b. Follows 3-4 step directions c. Understands most of what is said at home and school	LLD 1a Listening: Understands and interprets language LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1b Listening: Follows directions LLD 1b.5 With prompting, follows multi-step directions given verbally.

T. Understands comparatives (-er) and superlatives (-est) U. Follows directions to play a game	LLD 1b.6 Follows multi-step directions given verbally. LLD 2d Communication: Uses and expands vocabulary LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Standard 2: Participates in communication exchanges with others (expressive vocabulary)	
Birth-12 months A. Reflexive vocalization: a. Reflexive cries b. Whimpers c. Burping/coughing B. Cries with discomfort C. Laughs aloud D. Uses vocalizations and gestures to gain attention from others: a. Coing b. Vowel sounds c. Babbling d. Repetitive syllable strings e. Consonant-vowel combinations E. Experiment with loudness, pitch, and noises F. Responds to simple, familiar words, gestures and phrases G. Says one or two words H. Engages in turn-taking during social and vocal play with adults and other children	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Approximately 12-24 months I. Establishes joint attention by looking at an object, at their caregiver and back at the object	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

J. Varies syllable sequences and jargon leading to first words K. Points and gestures to communicate needs and emotions L. Responds to and initiates communication with another person M. Strings two words together and can form simple phrases N. Answers simple questions with simple words or wordlike formations	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.
Approximately 24-36 months O. Puts words together to form simple sentences P. Participates in conversations: a. Speech is understood by strangers 50% of the time b. Has an expressive vocabulary of approximately 1,000 words c. Communicates with at least two back and forth exchanges Q. Communicates wants and needs R. Uses 'me, I, we' correctly S. Uses action words in spoken language T. Explains the purpose of objects or needs	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

Approximately 3-4 years U. Engages in conversations using phrases and sentences of increasing length and complexity: a. Speech is understood by strangers 75% of the time b. Has an expressive vocabulary of approximately 1,500 words c. Communicates using 3-4 word sentences d. Uses 2-3 back and forth exchanges V. Uses words 'a' or 'the' W. Understands and uses simple location and preposition words X. Increasingly uses past tense, word endings and possessives Y. Tells a story from a book or TV show	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions. LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
Approximately 4-5 years Z. Demonstrates knowledge of the rules of conversations: a. Speech is understood by strangers 90-100% of the time b. Has an expressive vocabulary of more than 2,000 words c. Takes turns while speaking and listening d. Engages with at least three back and forth exchanges e. Produces longer and more complex sentences which are grammatically correct AA. Can tell a story that stays on topic	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 2c Communication: Uses sentence structure

BB. Participates in group discussions making comments and asking questions related to the topic	LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Standard 3: Engages in emergent reading experiences	
Birth-12 months A. Attends to songs, tones, rhythms, voices and music B. Explores or shows interest in books: a. Picks up b. Mouths c. Carries d. Flips pages C. Looks at pictures of familiar people, animals or objects while an adult points at and/ or names the person, animal or object D. Looks at the book or the reader when stories are read	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.
Approximately 12-24 months E. Recognizes favorite book(s)	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.

F. Gazes at or points to pictures and turns pages in books G. Uses sounds, signs or words to identify actions or objects in a book H. Points at, gestures, says name of or talks about animals, people or objects in photos, pictures or drawings I. Begins to point at pictures in a book, making sounds or saying words and interacting with an adult reading a book	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Approximately 24-36 months J. Asks for or brings favorite books to adults to read K. Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book L. Points to, labels and/or talks about objects, events or people within books M. Answers simple questions related to pictures of books N. Talks about books, acts out events from stories and uses some vocabulary encountered during book reading	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
Approximately 3-4 years O. Expresses an interest in books and attempts to read familiar books P. Displays book handling knowledge by turning the book right side up and turning one page at a time Q. Shows beginning comprehension of a story: a. Talks about or acts out a few key events with support b. Answers basic questions about likes, dislikes, main characters or events c. Makes predictions about what might happen next with modeling and support R. With support, may be able to tell two key events from a story or may act out a story with pictures or props	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome.
Approximately 4-5 years S. Shows increasing comprehension of a story T. Retells familiar stories with key events using some simple sequencing terms: a. First b. Then c. Next U. With support, provides basic answers to specific questions about details of a story: a. Who b. What c. When d. Where	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 1a Listening: Understands and interprets language

V. With support, answers inferential questions about stories and makes predictions or how/why something is happening in a particular moment	LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.
Standard 4: Develops phonological sensitivity and awareness	
Birth-12 months A. Coos and vocalizes vowel sounds B. Mimics speech patterns, babbles and coos when hearing caregivers sing or speak C. Begins to differentiate between speech and non-speech sounds	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.
Approximately 12-24 months D. Babbles long strings of sounds E. Responds to or engages in songs, rhyming games or finger plays with a familiar adult F. Mimics animal sounds and environmental noises G. Starts to recognize that a flow of speech is made of individual words	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted.
Approximately 24-36 months H. Enjoys and repeats songs, rhymes or finger plays I. Listens with intent and identifies sounds in their surroundings J. Fills in repetitive words in books after repeated readings	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3a Phonological Awareness: Rhyme

	LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.
Approximately 3-4 years K. Plays with rhyme and alliteration L. Detects when words rhyme and start with same initial sound M. Imitates and/or mimics rhymes and beginning sounds N. Produces nonsense words and/or rhymes O. Begins to clap out syllables in simple words	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. LLD 3a.6 Rhymes with real and nonsensical words.
Approximately 4-5 years P. Says most sounds correctly when speaking except for a few (l, s, r, v, z, ch, sh, th) Q. Produces the sound of some known letters R. Blends and/or segments word parts or syllables to identify a word, object or picture S. Identifies the beginning sounds in words T. Identifies words that begin with the same sound U. Identifies words that rhyme from a group of 3-4 words	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words

	LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
Standard 5: Develops print knowledge and emergent writing skills	
Birth-12 months A. Grasps and/or manipulates a variety of objects in the environment B. Observes adult writing behaviors	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
Approximately 12-24 months C. Randomly scribbles D. Imitates other's writing or drawing by making their own marks on paper	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
Approximately 24-36 months E. Develops increasingly controlled scribbles using a variety of writing tools: a. Lines b. Curves c. Repeated patterns F. Imitates and attempts to write G. Begins to understand writing and drawing can be a way of communicating	LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Approximately 3-4 years H. Uses scribbles, shapes, pictures, letter-like forms and/or letters in writing	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.

I. Understands writing serves a purpose and can describe the intended meaning of their own drawings and writing J. Recognizes environmental print with adult support: a. Letters are a symbol b. Letters can be named c. Letters make up words and words make up sentences K. Points to and names some letters, especially those in own name	LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
Approximately 4-5 years L. Starts to write in left to right and top to bottom direction M. Writes in letter strings, especially using the letters in their own name N. Uses invented spelling with: a. Beginning sound(s) b. Ending sound(s) c. Logical sound substitution(s) O. Uses a combination of drawing, dictating or emergent writing to convey meaning through writing P. Shows an awareness of print: a. Locates print on the page b. Understands sentences are made of words and words are made of individual letters c. Follows print from left to right	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 5 Concepts of Print: Uses print concepts and explores books and other text

Q. Recognizes at least half upper and half lower case letters including letters in own name and letters seen frequently in the environment	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
Area 7: Mathematics	
Standard 1: Develops an understanding of spatial relationships and shapes	
Birth-12 months A. Begins to reach for objects developing foundational, close-up spatial awareness B. Explores properties of objects by reaching for and grasping a toy or by mouthing the object C. Takes objects apart D. Fills and empties containers E. Rolls, crawls and cruises to navigate around obstacles and reach desired items	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.
Approximately 12-24 months F. Takes objects apart and attempts to put them together: a. Moves and stacks shapes vertically and horizontally b. Experiments with how objects move G. Matches and sorts identical and similar objects H. Follows simple spatial directions related to position: a. Up and down b. In and out c. On and off	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes.

I. Independently moves body in relation to objects in their environment	M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.
Approximately 24-36 months J. Experiments with putting shapes together and taking them apart during play K. Identifies at least two shapes L. Notices characteristics, similarities and differences among shapes M. Uses and follows simple spatial directions related to proximity: a. On top b. Under c. Behind N. Begins to sort objects by shape O. Demonstrates an internal mental map of space: a. Moves body predicting how things fit and move b. Understands relative positions	M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.

Approximately 3-4 years P. Takes shapes apart into smaller shapes during play or when using puzzles Q. Matches a wider variety of shapes with the same size and orientation R. Identifies and describes most simple shapes S. Begins to create shapes with various parts T. Begins to recognize and name common 3D shapes U. Demonstrates understanding of complex spatial language related to location, direction and distance	M 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Approximately 4-5 years V. Separates shapes into parts and recombines them to make new shapes or designs W. Identifies and describes shapes and their attributes X. Uses basic shapes to build, make or represent objects Y. Builds structures using 3D shapes and shows how pieces fit together to make new shapes Z. Uses spatial language to describe where things are and how they fit together AA. Uses complex spatial language related to location, direction and distance	M 2a Spatial Awareness: Understands how objects move in space. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. M 3 Shapes: Identifies shapes and their characteristics M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.

Standard 2: Develops an understanding of number sense (counting, numbers and quantity)	
Birth-12 months A. Expresses a desire for more B. Notices characteristics of objects C. Shows awareness of combining and taking away objects	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Approximately 12-24 months D. Makes simple comparisons between two objects (attributes) E. Develops an understanding of quantity by making collections F. Combines and takes away objects G. Imitates counting and naming number words without regard to sequence	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Approximately 24-36 months H. Matches objects to other objects in games or sorting activities	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.

I. Groups objects into sets based on a single, shared and visible property J. Uses language such as more, less or same to compare quantities K. Uses simple counting in play and interactions, although numbers may occur out of order L. Recognizes small quantities (1-3) without counting them (subitizing) M. Begins to recognize small numbers (1-3) in their environment N. Develops an understanding of changes in quantity	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
Approximately 3-4 years O. Recognize and organize sets based on multiple attributes P. Increases ability to quickly recognize collections up to three (subitizing) Q. Counts up to 10 verbally (stable order principle) R. Points and counts up to 10 objects accurately (one to one correspondence) S. Understands the last number counted represents the total quantity (cardinality)	M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.

T. Begins to recognize small numbers (1-3) in their environment. U. Identifies and names numerals 1-5 independently V. Combines and separates small groups to show understanding of concepts of addition and subtraction	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
Approximately 4-5 years W. Makes sets up to five objects and answers the “how many” question with the last number counted X. Instantly recognizes collections up to five Y. Counts verbally to at least 10, progressing toward 20 Z. Points and counts 10 - 20 objects accurately AA. Uses objects, fingers or drawings to count a group and shows the total with the last number counted BB. Identifies numerals to 10 by name CC. Explains changes in quantity	M 1e Number Sense: Addition and subtraction M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1a Number Sense: Verbally counts numbers M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty. M 1b Number Sense: Identifies and writes numerals M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. M 1d Number Sense: Number quantities and comparison

	M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.
Standard 3: Develops the ability to recognize and understand patterns	
Birth-12 months A. Demonstrates awareness and anticipation of the order within familiar routines, songs or play activities	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
Approximately 12-24 months B. Engages in familiar routines, songs or play activities C. Recognizes sequence of objects in a variety of ways D. Takes part in or repeat simple patterns with objects, movements or sounds	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
Approximately 24-36 months E. Notices order in routines and play, showing understanding of how things go together or happen in a certain sequence F. Creates and repeats simple patterns with objects, movements or sounds	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 4b Measurement: Compares and orders

	M 4b.3 Compares and orders two to three objects. Identifies the first object. SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.
Approximately 3-4 years G. Recognizes when patterns change or end H. Communicates what comes next in familiar songs, stories or routines I. Repeats patterns and sequences: a. Identifies b. Describes c. Predicts	M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Approximately 4-5 years J. Repeats more complex patterns and sequences: a. Identifies b. Copies c. Extends d. Creates K. Notices and describes patterns seen in natural and designed settings	M 5 Patterns: Copies, creates and extends patterns M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon.
Standard 4: Develops an understanding of measurement	
Birth-12 months	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.

A. Explores objects and notices differences in size, weight or fullness through touch and play	M 4a.2 Explores size and weight of objects in relation to self. M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Approximately 12-24 months B. Compares two objects by size, weight or amount/volume during play or routines C. Makes observations about measurable attributes, noticing sameness and difference	M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
Approximately 24-36 months D. Lines up or stacks objects to compare lengths, weights or amounts and uses words to describe differences E. Uses vocabulary related to size and quantity to describe measurable attributes	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object. LLD 2d Communication: Uses and expands vocabulary

	LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Approximately 3-4 years F. Measures objects using blocks, hands or other tools and explains which is longer, heavier or holds more G. Demonstrates an understanding of measurable attributes related to length, volume and area	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
Approximately 4-5 years H. Uses objects or tools to measure and compare size, weight or capacity, describing results in words or numbers I. Describes attributes of measurement using comparative language	M 4a Measurement: Measures and estimates M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
Standard 5: Develops an understanding of foundational skills for data analysis	
Birth-12 months A. Expresses a desire for more B. Notices characteristics of objects	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.

C. Shows awareness of combining and taking away objects	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Approximately 12-24 months D. Makes simple comparisons between two objects (attributes)	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Approximately 24-36 months E. Begins to identify and communicate observations of simple data sets	M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Approximately 3-4 years F. Participates in simple data collection with adult support. G. Uses basic data representation with adult support H. Interprets simple data with adult support	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
Approximately 4-5 years	M 6 Classification: Sorts and graphs

I. Collects simple data independently J. Organizes data using charts, graphs or tables with adult support K. Interprets data to answer questions with adult support	M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
Area 8: Science	
Standard 1: Gathers information from discoveries and conducts investigations	
Birth-12 months A. Notices objects and events in their environment B. Explores toys or other safe objects C. Reacts to changes in the environment D. Shows sensory likes and dislikes	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.
Approximately 12-24 months E. Investigates objects to build understanding of the environment through repetitive play F. Uses five senses to identify and interact with new and familiar objects	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
Approximately 24-36 months G. Asks simple questions about observations of their environment using language, behavior and interactions	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

H. Begins to explore scientific tools I. Uses sensory experiences to learn about and respond to surroundings	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Approximately 3-4 years J. Asks questions about their environment: a. Begins to identify and look for information that will help answer questions and solve problems b. Uses scientific tools and technology purposefully to conduct investigations K. Uses the five senses as tools to make observations to describe the properties of objects and phenomena	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

Approximately 4-5 years L. Plans and conducts simple investigations to answer questions or to design solutions to scientific or engineering problems M. Uses observational tools to extend the five senses N. Observes, investigates and describes objects, materials and other physical science phenomena in the classroom and outdoor environments O. Observes, asks questions and begins to recognize patterns and relationships in natural phenomena	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
Standard 2: Uses reasoning to make sense of information from discoveries and investigations	
Birth-12 months A. Uses trusted relationships to gain understanding of the living and non-living world B. Shows understanding people exist when they cannot be seen and objects exist even when out of sight C. Notices and reacts to cause and effect	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Approximately 12-24 months D. Manipulates unfamiliar items to see how they function E. Explores cause and effect relationships by engaging in problem solving through trial and error F. Intentionally repeats actions to produce a desired effect	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Approximately 24-36 months G. Makes a choice to reach a desired outcome H. Begins to make comparisons and categorize non-living things based on observable characteristics	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.

Approximately 3-4 years I. Compares and categorizes living and non-living things based on observable characteristics J. Observes, predicts and asks questions to understand how things work	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. M 6 Classification: Sorts and graphs M 6.4 After sorting objects by one feature, sorts again by a different feature.
Approximately 4-5 years K. Uses observations from investigations to notice similarities and differences in living things and to make guesses about their needs L. Describes and compares the properties and motions of objects in terms of speed and direction, based on exploration M. Uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change N. Analyzes what happened during an investigation to make meaning	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 2a Natural & Earth Science: Understands living and nonliving things

	SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. SCI 3a Physical Science: Explores forces and motion SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
Standard 3: Shares information and understanding about discoveries and investigations	
Birth-12 months A. Vocalizes and gestures to communicate with others: a. Gains attention b. Shows preferences and dislikes B. Uses repetitive actions to demonstrate new learning experiences	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Approximately 12-24 months	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.

C. Shares information and questions using gestures and/or facial expressions D. Responds to questions or statements to engage in learning and exploration	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Approximately 24-36 months E. Communicates in a variety of ways to share information: a. Expresses wonder and curiosity b. Tells about a specific experience or activity c. Draws simple pictures to represent objects	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Approximately 3-4 years F. Communicates in a variety of ways to share information: a. Tells about a specific experience, activity or observation b. Answers questions using experiences and observations c. Begins to ask questions to seek more information on a topic of interest d. Draws simple pictures to represent observations of objects e. Uses scientific vocabulary words with modeling and support from an adult	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2d Communication: Uses and expands vocabulary

	LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
Approximately 4-5 years G. Generates explanations and communicates ideas and/or conclusions about investigations: a. Communicates with others about questions, actions, ideas, observations or results using labels and adjectives b. Draws increasingly complex pictures to represent their observations of objects and/or of changes to objects or the environment c. Uses scientific content words when investigating and describing observable phenomena	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.

SCI 1b Investigation & Inquiry: Observes, describes and records

SCI 1b.5 Observes, describes and records a scientific phenomenon.

LLD 7b Writing: Uses writing to represent meaning

LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.



Developmental Continuum of Skills

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

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

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

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

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

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

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