



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Oklahoma Early Learning
Guidelines (0-3 and 3-5)**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Oklahoma Early Learning Guidelines (0-3 and 3-5)**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

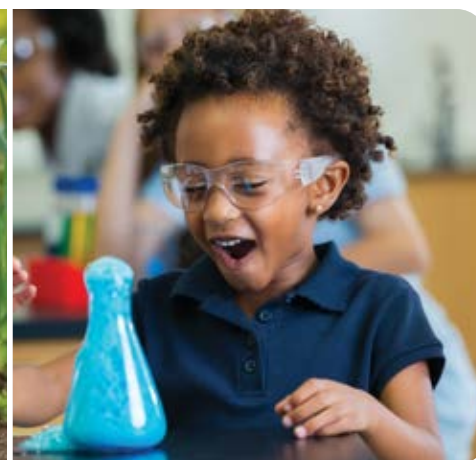
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

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



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



Oklahoma Early Learning Guidelines

Infants, Toddlers, and Twos

Three through Five



Approaches to Learning	
Standard 1: The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.	
Young Infant: 0-8 months <i>The Baby May: Begin to show interest in exploring his/her environment.</i> Notice and show interest in and excitement with familiar objects, people and events. React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions. Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing. Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object. Kick or grab a toy to see if it will repeat a sound and/or a motion.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.
Mobile Infant: 6-18 months <i>The Baby May: Increase attention span and persist in repetitive tasks.</i> Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity. Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. 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. CA 4a Drama: Participates in dramatic and symbolic play

Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to. Explore spatial relationships by attempting to fit his/her body in boxes or tunnels. Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck. Pretend to do a task he/she has observed (For example: use a toy key to lock and unlock a door or feed a baby doll a bottle).	CA 4a.2 Mimics observed behaviors and words.
Toddler: 16-36 months <i>The Toddler May: Explore relationships and the environment independently and with purpose.</i> Play beside other children and imitate the play of another child. Engage in pretend play around familiar event. Substitute objects and toys for real items such as using a block as food as they pretend to prepare dinner. Seek and take pleasure in new skills, independence and appropriate risktaking activities. Enjoy opportunities to use art materials in various ways. Experiment with cause and effect. Show curiosity by trying to figure out how something works, may try several strategies before finding what works.	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. 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 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object.

	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Creative Skills	
Standard 1: The child participates in activities to foster individual creativity.	
Young Infant: 0-8 months <i>The Baby May: Respond to or show interest in sights and sounds in the environment.</i> Look at, smile or coo at faces and simple designs. Focus on and respond to facial expression and voice tones. Respond to adult's initiations of play activity by smiling or cooing. Respond to music in the environment by calming when hearing a lullaby, or turning head and moving arms and legs when hearing fast music. Enjoy producing music and other sounds with rattles and bells.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
Mobile Infant: 6-18 months <i>The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.</i> Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	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.

Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over. Engage in imitation play, begin to fantasize and perform simple roleplay. Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling. Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. 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.
Toddler: 16-36 months <i>The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.</i> Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo. Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use a block for a phone or a box for a train. Create art representing people, objects and places. Tell about the art they created, what it is and what the action might be. Marks on the page could be the family.	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.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. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.

	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Communication Skills and Early Literacy (Language Arts)	
Language Standard 1: Receptive (Listening): The child hears and responds to sounds in the environment.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate awareness of communication through listening and observing.</i> Startle or cry when a loud noise is heard. Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
Mobile Infant: 6-18 months <i>The Baby May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.</i> Look toward the teacher and smile when his/her name is spoken. Look, point and use gestures. Point to objects to draw teacher's attention.	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 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.
Toddler: 16-36 months	LLD 1a Listening: Understands and interprets language

<i>The Toddler May: Begin to understand more requests and detailed statements referring to positions in space, places, ideas, actions, people and feelings.</i> Recognize familiar songs and books. (For example: start to sing parts of a familiar song). Understand pronouns such as me, mine, yours, him and her. Follow simple one-step, later two-step directions. (For example: pick up a cup when asked by teacher or pick up a toy and put it away). Recognize familiar places by logos.	LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places.
Standard 2: Expressive (Speaking/Vocabulary): The child expresses needs, thoughts, and interests through gestures, sounds or words.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.</i> Make sounds or cries of varying intensity and pitch. Communicate through facial expression or body movement. (For example: turns toward sound, smiles, squeals, says 'mmmm' while sucking, etc.). Use gestures, babbles, sounds or body language to communicate. Reach out to caregiver, point to items they can see, or coo with one or two consonants with several vowels. Laugh aloud.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. 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.
Mobile Infant: 6-18 months <i>The Baby May: Demonstrate an increasing ability to communicate.</i> Point and babble with inflections similar to adult speech. Attempt to sing. Communicate with gestures. Use Baby Sign Language, American Sign Language or other familiar gestures such as wave goodbye when prompted. Communicate with one word sentences. Begin using descriptive words such as down, more, big, and up.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.
Toddler: 16-36 months <i>The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.</i> Begin to combine two words, use simple sentences, and expand sentence length as vocabulary increases. Use language to communicate with other children and adults throughout daily activities. May show frustration when not understood. Begin using 's' at the end of some words, such as wants, trucks and mouses. Begin to name items from pictures. Attempt to sing songs with words, and later sing phrases of songs.	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 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.

	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.
Literacy Standard 3: Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.</i> Repeatedly stare at faces or patterns on objects. Respond in a physical way to books or other print by putting it in his/her mouth or grabbing at pages. Show a preference by reaching for or looking at a favorite book, page or picture.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Mobile Infant: 6-18 months <i>The Baby May: Demonstrate an increasing awareness of familiar books, signs and symbols.</i> Make movements and sounds or words in response to pictures and books by pointing, patting, or kissing favorite pictures in a book. Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs. Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. SS 1b Culture & Community: Explores and respects cultures and traditions

	SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.
Toddler: 16-36 months <i>The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.</i> Listen to a story and look at the pictures and words in print as the teacher reads a story. Ask to have the same book read several times; will carry the book around and show it to others; pretend to read. Choose books independently and begins to understand how to care for books. Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger play or song. Begin to anticipate what happens next in the story. Start to recognize print and/or pictures in the environment. May say letter(s) in his/her name. Pretend to write a letter or 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 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools.
Standard 4: Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.	
Young Infant: 0-8 months <i>The Baby May: Begin to respond to sounds in the environment.</i> Startle or turn in the direction of sounds in the environment. Respond to familiar words or gestures. Stop crying when an adult says bottle or goodbye.	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.
Mobile Infant: 6-18 months	LLD 1a Listening: Understands and interprets language

<i>The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.</i> Recognize familiar social games and routines. Respond to simple questions or requests. Point to objects, pictures and body parts as part of interactions with adults.	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.2 With prompts and gestures, follows a one-step direction. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SLA 2a Second Language Acquisition: Demonstrates comprehension of target language Pre-Production: Responds to cues, such as gestures and visualizations.
Toddler: 16-36 months <i>The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.</i> Demonstrate an understanding of language spoken at home. Listen and respond to one and two-step directions, stories, rhymes or finger plays. Answer simple questions. Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. 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. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SLA 2a Second Language Acquisition: Demonstrates comprehension of target language Pre-Production: Responds to cues, such as gestures and visualizations. Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.
Standard 5: Pre-Writing: The child will explore different tools that will lead to making random marks, scribbles and pictures.	
Young Infant: 0-8 months <i>The Baby May: Begin to develop eye-hand coordination and intentional hand control.</i> Reach, grasp and put objects in his/her mouth. Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.	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.
Mobile Infant: 6-18 months <i>The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.</i> Use his/her fingers or hand to grasp large crayon, marker or other tool with a whole fist and make strokes, lines or scribbles randomly on paper and other surfaces. Use thumb and forefinger to pick up items (pincer grasp).	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.

Develop midline skills such as holding large crayons and transferring them from one hand to the other. Begin to recognize the relationship between familiar pictures and printed words.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 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.
Toddler: 16-36 months <i>The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.</i> Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control. Explore drawing, painting and writing as a way of communicating. Tell teacher about drawing.	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. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles or draws marks as a representation of an object or person. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.
Mathematics	
Standard 1: The child will begin to develop awareness of patterns in the environment.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate expectations for familiar sequences of event.</i> Focus on pictures and patterns.	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. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed). Pick up and mouth objects.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.
Mobile Infant: 6-18 months <i>The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.</i> Show anticipation of daily events such as move to the table after handwashing without the teacher's instruction. Begin to be aware of differences between shapes, colors and textures. Show preference for a special blanket, toy or activity.	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Toddler: 16-36 months <i>The Toddler May: Begin to demonstrate an understanding of patterns in the environment.</i> Show interest in patterns in finger plays, nursery rhymes or songs. Recognize objects have specific places where they belong and similar objects may be grouped together.	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. 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 6 Classification: Sorts and graphs

Match objects to pictures. Recognize patterns.	M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Standard 2: Spatial Awareness/Geometry : Children become aware of themselves in relation to objects and structures around them.	
Young Infant: 0-8 months <i>The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.</i> Show a preference for how he/she is held by the caregiver. Extend his/her arms and legs to touch or kick objects. Feel objects. Wrap hands around or pat a bottle during feeding.	M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 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. 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.
Mobile Infant: 6-18 months <i>The Baby May: Begin moving with purpose.</i> Begin to become mobile by rolling over, sitting up, crawling, or walking. Reach for a person or a toy. Manipulate three-dimensional objects by picking up, examining and throwing.	M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. 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. PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Toddler: 16-36 months <i>The Toddler May: Explore materials and space by handling, building, moving and manipulating.</i> Build and explore structures of various sizes using boxes, blocks, sand molds, pots and pans. Begin to be aware of names of shapes. Learn to manipulate his/her body in relation to people and objects around them. The child might sit on another child with the intention of sitting beside the child.	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. 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 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. 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.
Standard 3: Number Sense: The child will begin to develop an awareness of quantity.	
Young Infant: 0-8 months <i>The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.</i> Reach for more toys. Show enjoyment when being read a book.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects.
Mobile Infant: 6-18 months <i>The Baby May: Begin to show interest in characteristics of objects such as size or quantity.</i> Show an interest in singing and begin to participate in songs about numbers and counting. Fill containers with objects and empty them out. Begin to use symbols, signs and language to show wanting more. Match objects one to one like finding a lid for each container. Begin to nest objects inside of one another.	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. 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 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self.

	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.
Toddler: 16-36 months <i>The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).</i> Match one to one with larger quantities. Connect language to concept and understand the differences in specific quantity and size by saying words and phrases such as more milk, two eyes, or “He has more than me!”	M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. 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 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. 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.
Physical Development	
Standard 1: Large Muscle Development – The child participates in activities involving large motor skills.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms</i>	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.

<i>and legs, rolling over, sitting with and without support and beginning creeping).</i> Turn head from side to side. Raise head off floor. Kick feet and move hands. Push head and chest up off the floor. Roll over. Sit with support. Sit without support. Rock back and forth on hands and knees and begin to scoot and crawl. Move backward while trying to go forward. Stand firmly on legs with assistance while in teachers lap.	
Mobile Infant: 6-18 months <i>The Baby May: Demonstrate basic locomotor movements.</i> Creep and crawl. Pull self to standing by holding on to furniture or a person. Stand alone with and without support. Walk with assistance. Walk without support. Climb into chair and seat self.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

Walk up and down stairs.	
Mobile Infant: 6-18 months <i>The Baby May: Use large arm movements (non-locomotor).</i> Bang toys and objects on table or floor. Throw balls or objects and move arms up or down with purpose. Use rhythm instruments.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. 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.
Toddler: 16-36 months <i>The Toddler May: Demonstrate beginning non-locomotor movements.</i> Sway or rock to music. Squat, stoop or bend. Reach for an object on tiptoes. Try to balance while standing on one foot.	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. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Toddler: 16-36 months <i>The Toddler May: Use large arm movements (non-locomotor).</i> Use rhythm instruments. Throw balls or objects. Use full arm motion to participate in sensory experiences. Use blocks or other materials.	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. CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 3b Visual Arts: Develops visual art techniques

	CA 3b.1 Explores materials using gross motor movements and senses.
Toddler: 16-36 months <i>The Toddler May: Demonstrate advancing balance, control and coordination.</i> Carry objects from one place to another while walking or fills a basket, bag, bucket, etc. Hold on to a favorite object. Dance to music, including songs with directed movement. Jump off low objects. Move on riding toys. Stop and turn while running. Walk up and down low steps with assistance.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.
Toddler: 16-36 months <i>The Toddler May: Demonstrate spatial awareness of whole body.</i> Become aware of how his/her body moves through space. Walk backwards. Climb structures. Show an awareness of dangers in the environment by asking for assistance or reaching for an adult hand.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. SED 3a Social relationships: Develops relationships with adults

	SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.
Standard 2: The child participates in activities involving small motor skills	
Young Infant: 0-8 months <i>The Baby May: Demonstrate basic small muscle movements.</i> Hold on to an adult's finger. Grasp and release whatever is put in his/her hand. Play with fingers and put them in mouth. Play with grasped objects. Reach for and swipe at dangling objects. Rake objects with hands.	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. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. 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.
Mobile Infant: 6-18 months <i>The Baby May: Demonstrate increasing control of small muscles in hands.</i> Reach and successfully grab objects of interest. Pick up objects with thumb and forefinger (pincer grasp). Use simple hand signs and gestures.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.

Toddler: 16-36 months <i>The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.</i> Continue to use both hands together and show no strong preference for a dominant hand. Begin to favor one hand over the other. Use hands to explore sensory materials. Use hands to pound, poke, squeeze and build. Manipulate various art mediums. Begin to snip with safety scissors. Hold crayon, pencils and markers with thumb and finger. Imitate finger plays with a growing complexity. Use both hands at the center of the body with increasing complexity. Exhibit increased control when using various tools and objects. Use items for building, stacking and fitting/connecting.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. CA 3a Visual Arts: Expresses through 2D and 3D visual art 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. 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. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.
Standard 3: The child participates in activities requiring coordination of eye and hand movements.	
Young Infant: 0-8 months <i>The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.</i> Follow people and objects with eyes.	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. ATL 1a Attention & Persistence: Attends

Reach for and grasp objects. Look at objects in hand. Move objects from one hand to another.	ATL 1a.1 Focuses for a short time on a person, sound or thing.
Mobile Infant: 6-18 months <i>The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.</i> Put objects in containers, eventually matching shapes. Stack blocks and knock them over. Place simple knobbed puzzle pieces or shapes into puzzle frame or shape sorter.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
Toddler: 16-36 months <i>The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.</i> Play with interlocking toys. Catch a rolling ball with both hands. Scribble spontaneously; begin to imitate marks. Sort various objects by size, color, and shape.	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 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.

Begin fastening and unfastening. Turn pages of a book one by one. Build with blocks by stacking or lining up blocks end to end. Use hands for simple finger plays. Scoop, shovel, fill, pour, and dump. Use a tool to pound objects. Cutting with scissors. Use thumb and fingers to squeeze objects.	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 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.
Standard 4: The child participates in activities requiring the development of self-help skills.	
Young Infant: 0-8 months <i>The Baby May: Begin to participate in self-help activities.</i> Coordinate sucking, swallowing and breathing. Develop own schedule of feeding and sleeping. Develop self-soothing skills. Begin to mouth and gum solid foods. Attempt to feed self.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 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. 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.

Mobile Infant: 6-18 months <i>The Baby May: Demonstrate increased participation in self-help activities.</i> Begin to feed self by holding a bottle, imitating others, or using a spoon and cup. Indicate wants through gestures and vocalizations. Attempt to undress and dress self. Gain more independence and self-regulation in rest habits. Begin to assist in self-care by saying 'poopie' to indicate a diaper change is needed, or by getting a diaper, wiping his/her nose or washing hands.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 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. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
Toddler: 16-36 months <i>The Toddler May: Demonstrate and improve self-help skills.</i> Undress/dress first with assistance and later independently. Feed self. Learn to use the toilet Assist with simple tasks. Care for body. Begin to self-regulate need for sleep.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 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 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.

Health and Safety	
Standard 1: The child will participate in activities that promote health, safety and nutrition.	
Young Infant: 0-8 months <i>The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.</i> Explore surroundings by reaching and seeking to touch, grab, hold or put objects in his/her mouth. Respond to repetition, adult conversation and singing during caregiving routines by cooing or smiling. Show increasing interest in being fed, food and meal times by recognizing a breast or bottle or being held in the position associated with feeding, reaching for a bottle or cup, opening mouth in anticipation of food, etc. Use different gestures and cries to indicate basic care and health needs such as hunger, sickness, sleepiness, pain, etc.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 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. 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.1 Vocalizes or moves to express needs. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.
Mobile Infant: 6-18 months <i>The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.</i> Be ready for food transitions such as from breast milk or formula to milk or milk substitute; pureed or infant food to finger foods, etc. Begin eating solid foods and to show increasing ability to feed self. Participate in health and hygiene activities by offering hands to be washed, holding a toothbrush, wiping the table by using a cloth, etc.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. 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 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 3 Safety: Demonstrates safe practices

Become increasingly curious, mobile and begin to explore his/her environment. Begin to respond to verbal safety warnings such as stop, hot, no, etc.	PD 3.2 Responds to possible dangers in environment and avoids them when prompted. 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.
Toddler: 16-36 months <i>The Toddler May: Show increasing understanding of and initiate health and safety practices.</i> Show body awareness interest related to basic care routines. Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper. Respond to adult guidance and reminders related to health and follow basic safety practices. Eat independently using child-sized dishes and utensils and exhibit food preferences Have periods of picky eating or increased appetite; have a dislike for certain textures. Communicate interest in dramatic play materials related to food and nutrition.	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 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
Science	
Standard 1: The child begins to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining	
Young Infant: 0-8 months <i>The Baby May: Use his/her senses to explore the environment.</i>	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

Show interest in the natural world. Turn toward new sounds. Feel different textures and communicate preferences. Learn about an object by putting it in his/her mouth. See faces and patterns. Begin to understand cause and effect. Show interest in the movement of objects and discover ways to cause movement or actions of objects.	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment.
Mobile Infant: 6-18 months <i>The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.</i> Continue to explore cause and effect. Discover the motion of objects. Begin to solve problems.	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 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

Begin to notice the difference between familiar people and strangers. Reaction and responses may change. Demonstrate object permanence. Use simple tools in self-care and play.	SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Toddler: 16-36 months <i>The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.</i> Expand understanding of cause and effect relationships. Continue solving problems. Continue to use senses to discover. Use senses to observe changes in matter and combine materials to make new substances. Expand vocabulary related to scientific concepts such as observing, exploring and comparing. Use tools such as a magnifying glass, digital camera, or light table to observe and describe objects. Use movement of objects to play with another child and/or adult to influence movement.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. 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. SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers.
Standard 2: The child will investigate objects with physical properties and basic concepts of the earth.	
Young Infant: 0-8 months <i>The Baby May: Begin to notice the differences in physical characteristics of objects.</i> Show interest in the natural world. Begin to recognize people and objects based on simple differences. Use his/her senses to experience physical properties of the environment.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers.
Mobile Infant: 6-18 months <i>The Baby May: Demonstrate motivation and curiosity in exploring the environment.</i> Show interest in, investigate and respond to the environment.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

Develop an awareness of materials of the earth. Use simple language with weather concepts.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 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. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.
Toddler: 16-36 months <i>The Toddler Might: Explore, discover, and investigate the physical properties of the earth.</i> Develop an awareness of seasonal changes and begin to gain understanding of weather concepts. Point to what he/she sees on the ground or in the sky and ask questions. Identify or label characteristics of the earth's materials. Participate in caring for the environment.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Standard 3: The child will observe and investigate living things.	

Young Infant: 0-8 months <i>The Baby May: Notice plants, animals and other people in the environment.</i> Respond to the environment. Look at self in mirror. Explore own body parts.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. 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.
Mobile Infant: 6-18 months <i>The Baby May: Explore characteristics of certain living things.</i> Respond to and/or express curiosity about living things. Begin to point to own body parts when asked. Begin to recognize and point to animals in pictures.	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. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. 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 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.
Toddler: 16-36 months <i>The Toddler May: Explore and investigate physical properties of living things.</i> Begin to understand characteristics of their environment. Identify external characteristics of living and non-living things. Participate in simple body part games.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.

Use sounds and simple words to describe what they find in the environment. Recognize plants and animals have basic needs. Make some animal sounds when asked.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. 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 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Social and Personal Skills	
Standard 1: The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.	
Young Infant: 0-8 months <i>The Baby May: Begin to form and maintain secure relationships with others.</i> Recognize, respond or react either positively or negatively to familiar and unfamiliar adults. Respond to physical contact and cuddling, maintain eye contact during feeding and interactions with an adult and turn head toward familiar voice. Show a preference to not welcome physical contact. Show interest in others by smiling, squealing, rapid arm and leg movement or other movements. Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. 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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

Mobile Infant: 6-18 months <i>The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.</i> Engage in social games through playful back and forth interactions. Show feelings of security with familiar adults. Begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her. Express self by using verbal and nonverbal cues, such as raising arms to show he/she wants to be picked up or held. Begin to relate to other children.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. 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.1 Engages in simple social interactions, such as games like peek-a-boo. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
Toddler: 16-36 months <i>The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.</i> Watch from a distance or wait for a reaction from a familiar adult. Engage in solitary play, coloring, building or looking at picture books for a few minutes. Engage in parallel play by playing alongside another child, imitating action or using similar materials. Engage in brief social games lasting only a minute or two. Recognize familiar people in person or in a photograph.	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 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.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. ATL 2b Flexibility & Play: Engages in play

Express self verbally and nonverbally with gestures; become frustrated when not understood. Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.	ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. 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. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets.
Standard 2: The child will develop strategies to regulate emotions and behavior.	
Young Infant: 0-8 months <i>The Baby May: Begin to develop the skills necessary to participate in a variety of settings.</i> Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc. Relax when rocked gently and fall asleep when placed in crib. Give cues by how they are responding to the environment. Stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact, frown, and/or arch back when there is too much noise, light or activity. Learn to calm or self-soothe when upset or tired, such as sucking fingers or a pacifier. Listen and respond by quieting, smiling and/or cooing when hearing his/ her name.	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.1 Reacts to changes in tone of voice or expression. 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 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

Mobile Infant: 6-18 months <i>The Baby May: Begin to recognize and respond to the emotional cues of self and others.</i> Show comfort in having a consistent daily routine. After lunch, washes hands, anticipate diaper change and washing hands again, and go to a specific location in the room where he/she sleeps Self-soothe or cry and move toward an adult for comfort, expecting the adult will respond to needs Respond by looking or coming when called by name. Begin to take care of his/her needs.	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. 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 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. 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.
Toddler: 16-36 months <i>The Toddler May: Continue to learn and accept limits while developing an “I can do it!” attitude.</i> Show anxiety over separation from teacher or family, but calms down in a short amount of time. Play calmly near other children; or cry, bite or hit if another child takes something he/she has. Take a toy from another and not return it when asked by an adult. Begin to understand the concept of taking turns in a game or activity.	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.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked.

Begin to understand the concept of property such as yours, his or mine. Carry out simple directions when stated in positive and brief statements. Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when he/she is tired, hungry or angry.	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. 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.
Standard 3: The child perceives self as a unique individual.	
Young Infant: 0-8 months <i>The Baby May: Demonstrate an emerging awareness of self and others.</i> Express needs by crying differently based on the need. Cries vary by pitch, length and volume to indicate hunger, pain, etc. Use body movements to express feelings such as kicking in excitement. Explore own body by watching own hands in fascination and repeat body movements. Smile at mirror image even though he/she may not recognize it as an image of him/her.	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 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. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings.
Mobile Infant: 6-18 months <i>The Baby May: Show awareness of self in voice, mirror image, and body.</i> Express likes and dislikes.	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.3 Expresses likes and dislikes.

Discover new capacities and how movement and gestures can be used to communicate with others. Seek to draw adult's attention to objects of interest or new physical skills and attends to adult responses.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
Toddler: 16-36 months <i>The Toddler May: Show behaviors reflecting child's self-concept and beginning to distinguish self from others.</i> Point to different parts of his/her body and name them. Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth. Say his/her own name and point to the reflection in the mirror. Recognize they are a separate person from others.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
Self and Social Awareness (Social Studies)	
Standard 1: The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.	

Young Infant: 0-8 months <i>The Baby May: Begin to recognize differences in people, routines and places/environments.</i> Recognize others by voice and/or sight. Sense and respond to others' emotions, such as happy, sad, etc. Show preference for one adult over another adult; (preferences may change).	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate 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 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Mobile Infant: 6-18 months <i>The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.</i> Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals. Be afraid of loud noises. Become familiar with routines, rituals and traditions relating to family and community culture.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
Toddler: 16-36 months	SS 1a Culture & Community: Identifies community and family roles.

The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.

Identify his/her role as a member of a family/group.

See a classmate on the playground and tell or go get the friend when it is time to go inside.

Begin to recognize community workers and show increased awareness of their jobs.

Begin to understand money is needed to purchase items.

Develop an understanding of the concept of time by beginning to use words to describe time such as later, after snack; after rest time, no school tomorrow. Note: These words will generally reflect past, present and future and not be accurate representations of units of time as indicated by "Yesterday we went to the zoo." meaning last week or last summer.

Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.

Begin to include representations of roads, bodies of water and buildings in his/her play.

Begin to use words and identify pictures to indicate directionality, position, location and size.

SS 1a.3 Identifies familiar people and pets.

SS 3a Geography: Identifies types of places

SS 3a.3 Identifies a variety of familiar places in own community.

SS 3b Geography: Interacts with maps

SS 3b.3 Follows a path.

SS 3b.4 Recognizes symbols or landmarks.

SS 4 History & Sense of Time: Develops sense of time

SS 4.2 Indicates the beginning or ending of an event.

SS 4.3 Describes events as they happen. Uses words such as "first" and "then."

SS 2b Civics & Economics: Understands concepts of money and economics

SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.

SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.

M 2b Spatial Awareness: Determines object location

M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.

SED 3b Social relationships: Develops relationships with peers

SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.

Approaches to Learning	
Standard 1: The child demonstrates positive attitudes, habits and learning styles.	
A. Demonstrates an eagerness and interest in learning.	
Examples Chooses to participate in a variety of activities, tasks, and in different play areas. Shares ideas and asks questions. Enters into cooperative play with other children.	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. SED 1c.5 Takes risks and pushes self to accomplish new tasks 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. 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.
B. Develops and expands listening skills	
Examples Follows simple oral directions. Identifies sounds heard. Responds to and mimics sounds.	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 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.
C. Takes care of materials.	
Examples	SED 2b Self-Regulation: Follows routines and transitions

Makes appropriate use of materials. Knows where supplies and materials are kept and assists with clean-up.	SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
D. Demonstrates self-direction and independence.	
Examples Makes choices and completes an activity. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play; and asks for assistance when needed. Follows routines upon entering and leaving the play space, playground, learning centers, etc.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one's needs or personal preferences. 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. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.

	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 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.
E. Demonstrates increasing ability to set goals. Develops and follows through on plans.	
Examples Increases ability to organize him/her self and materials. Increases understanding of a task as a series of steps. Follows through to complete tasks and activities.	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. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
F. Manages transition between activities effectively.	
Examples Moves with ease from one activity to another. Displays little discomfort or distress when schedule changes.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.
G. Understands, accepts, and follows rules and routines.	
Examples	SS 2a Civics & Economics: Follows rules, limits and expectations

Begins to show self-control by following rules. Begins to accept consequences of behavior. Begins to show greater ability to control intense feelings.	SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
H. Develops increasing ability to find more than one solution to a question, task, or problem.	
Examples Begins to show ability to generate several approaches to carry out a task. Pursues alternative approaches to problem solving.	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
I. Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.	
Examples Enjoys actively exploring materials and displays curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	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. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. 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.
Creative Skills	
Standard 1: The child participates in activities that foster individual creativity.	
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.	
Examples Participates freely in music activities. Enjoys singing games, dramatizing songs, and dancing/moving to music.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm.

	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama.
B. Thinks of new uses for familiar materials.	
Examples Shows creativity and imagination in play with materials and props. Uses objects as symbols for other things.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. 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 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	
Examples Participates in dramatic play themes becoming more involved and complex, possibly carrying over several days. Assumes various roles in dramatic play situations.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.
D. Works creatively using a variety of self-expressive materials and tools to convey ideas.	
Examples Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work. Shares ideas about personal artwork. Uses materials (For example: small figures, puppets, dolls props) to recreate or dramatize stories, moods, experiences, and situations.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
E. Moves freely in response to music and change of tempo.	
Examples Moves in time with the beat.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

Begins to respond to music of various tempos through movement.	CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
F. Expresses thoughts and feelings through creative movement.	
Examples Uses movement to express feelings and understand and interpret experiences. Enjoys dramatizing songs and games and moving to music.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.
G. Experiments with a variety of musical instruments.	
Examples Begins to distinguish among the sounds of several common instruments. Experiments with a variety of musical instruments and sound sources. (For example: keys, wooden blocks, bowl, and spoon)	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.
Language Arts	
Standard 1: Listening – The child listens for information and for pleasure.	
A. Listens with interest to stories read aloud.	
Examples Shows enjoyment of books and stories and participates in discussions.	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.

Responds to pictures, symbols or sign language. (For example: smiles, laughs, changes in facial expression)	
B. Understands and follows oral direction.	
Examples Listens, understands, and follows simple spoken directions, symbols, or sign language. Attends to conversations and answers questions.	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. 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 1b.4 Follows unrelated two-step directions given verbally.
C. Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions	
Examples Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. 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.
Standard 2: Speaking – The child expresses ideas or opinions in group or individual settings.	
A. Uses oral language or sign language for a variety of purposes. (For example: expressing needs and interests)	
Examples Uses words or pictures to communicate needs such as hunger, cold, and sleepy. Expresses ideas in complete sentences such as “I want to play with the blocks.” Names objects instead of pointing. Shows understanding of a conversation by nodding, gesturing, or responding appropriately. Communicates clearly enough to be understood by adults.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. 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.
B. Listens and speaks using agreed-upon rules with guidance and support.	

Examples Works in groups to set agreed-upon rules. Accepts suggestions but may revise rules in his/her favor.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
C. Recalls and repeats simple poems, rhymes songs.	
Examples Participates in singing, reciting poems and saying and acting out finger plays.	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. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	
Examples Uses longer, more complex sentences. For children learning English, makes progress in communicating and using English while maintaining home language.	LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language Pre-Production: Uses cues, gestures and visualizations to communicate.

	Early Production: Uses words and memorized phrases in target language to communicate. Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors. Intermediate Fluency: Uses increasingly complex linguistic structures in target language with minimal grammatical errors. Advanced Fluency: Uses target language effectively in all contexts.
E. Shares simple personal narrative.	
Examples Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	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 2a.6 Explains personal thoughts about familiar people, places and events.
F. Participates actively in conversations.	
Examples Carries on conversations with children and adults. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.
Standard 3: Print Awareness – The child understands the characteristics of written language.	
A. Demonstrates increasing awareness of concepts of print.	
Examples Recognizes name in print.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas. Begins to print letters in own name.	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles 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.
B. Identifies the front and back cover of a book.	
Examples Recognizes favorite books by their cover. Correctly names the front and back covers of a book.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
C. Follows book from left to right and from top to bottom on the printed page.	
Examples Holds book right side up and begins at the front. Begins to develop awareness that print moves from left to right, top to bottom, and front to back.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
D. Shows increasing awareness of print in classroom, home, and community settings.	
Examples	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words

Shows an awareness of alphabet letters. Recognizes letters in own name. Identifies letters, words, and signs located in the environment.	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.
E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.	
Examples Imitates teacher's behavior of tracking print when using big books. Pronounces some sounds represented by letters.	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. 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.
F. Understands print carries a message by recognizing labels, signs, and other print forms in the environment.	
Examples Understands signs, labels and print forms have certain meanings. (For example: a stop sign, a child's name on a cubby, or a name on the front of an envelope).	—
G. Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus)	
Examples	LLD 7b Writing: Uses writing to represent meaning

Begins to demonstrate an interest in using writing for a purpose such as a making a menu, writing a note to mom, or creating a map.	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 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
H. Begins to understand some basic print conventions. (For example: the concept letters are grouped together to form words and words are separated by spaces)	
Examples Uses known letters or approximation of letters to represent written language.	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. Role-plays reading.	
Examples Shares books and engages in pretend reading with other children.	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
Standard 4: Phonological Awareness – The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.	
A. Begins to hear, identify, and make oral rhymes. (For example: “The pig has a wig.”)	
Examples Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.	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.
B. Shows increasing ability to hear, identify, and work with syllables in spoken words.	
Examples	LLD 3b Phonological Awareness: Hears large units of sound

Begins to hear and discriminate separate syllables in words. (For example: "I can clap the parts in my name: An-drew.")	LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Standard 5: Phonemic Awareness – The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.	
A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: "The first sound in sun is /s/")	
Examples Hears the difference between similar sounding words. (For example: coat and goat, three and free) Experiments with language. (like ssssnake)	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.
B. Recognizes which words in a set of words begin with the same sound. (For example: "bell, bike, and boy all have /b/ at the beginning")	
Examples Hears beginning sounds in familiar words. Plays with repetitive sounds.	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.
C. Begins to isolate final sounds in spoken words with teacher support.	
Examples Hears final sounds in familiar words.	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.

D. Recognizes letters from one's name.	
Examples Notices there is the same letter in his/her name as in another child's name.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
E. Shows an awareness of alphabet letters.	
Examples "There is an 'M' in this book an 'M' in my name, says Mark."	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.
Standard 6: Letter Knowledge and Early Word Recognition (Phonics) – The child demonstrates the ability to apply sound-symbol relationships.	
A. Recognizes own name in print.	
Examples Recognizes and selects his/her name from a list.	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.
B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	
Examples Identifies some letters of the alphabet in random order. Recognizes letters are different from words.	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.
C. Begins to recognize the sound association for some letters.	
Examples Identifies the sounds letters make in his/her name.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
D. Knows letters of the alphabet are a special category of visual graphics and can be individually named.	
Examples Identifies and picks out the letters in his/her name from an alphabet chart.	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.
Standard 7: Vocabulary- The child develops and expands knowledge of words and word meanings to increase vocabulary.	
A. Shows a steady increase in vocabulary knowledge in listening and speaking.	
Examples Uses new words introduced by the teacher. Tells what he/she likes or dislikes about a book or story using vocabulary from the story.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

B. Understands and follows oral directions. (For example: use of position words: under, above, and through)	
Examples Follows simple two or three step directions. Repeats instructions to a friend.	LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
C. Links new learning experiences and vocabulary to what is already known about a topic.	
Examples Incorporates words and phrases from learning experiences and stories into play.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Standard 8: Comprehension – The child associates meaning and understanding with reading.	
A. Begins to use pre-reading skills and strategies. (For example: connecting prior knowledge to text, making predictions about text, and using picture clues)	
Examples Looks at pictures in books and predicts what might happen next. Read symbols before able to read words.	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.
B. Demonstrates progress in abilities to retell stories from books and experiences.	

Examples Dictates simple stories for the teacher to write down. Uses pictures or special events as a subject for the story.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
C. Remembers and states some sequences of events.	
Examples Retells information from a story in sequence. Tells stories with a beginning, middle and end. Explains an experience in sequence.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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. SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
D. Recognizes concrete objects as persons, places or things (nouns).	
Examples	LLD 2d Communication: Uses and expands vocabulary

Says, "My dog is a boy dog, but he isn't a real boy."	LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
E. Recognizes action words by demonstrating action words (verbs).	
Examples Says, "I can run fast! Can you?"	—
F. Connects information and events to real life experiences.	
Examples Talks about personal experiences as he/she is read a story.	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.
G. Demonstrates understanding of literal meaning of a story being told through questions and comments.	
Examples Shows interest in a story by making comments and asking questions. Identifies the main events in a story, the characters, and where it takes place.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
H. Tells what is happening in a picture.	
Examples Makes up a story from looking at a picture.	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.

I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.	
Examples Asks specific questions about the illustrations or about the context of a book.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
Standard 9: Writing Process – The child uses the ‘writing process’ to express thoughts and feelings.	
A. Develops understanding that writing is a way of communicating for a variety of purposes.	
Examples Uses writing tools and paper to ‘write’ words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.)	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 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 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
B. Participates in writing opportunities.	
Examples	LLD 7a Writing: Emergent writing

Uses writing materials to make shapes, squiggles, and letters. Writes something and asks someone else to read it.	LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
C. Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.	
Examples Scribbles some letter-like symbols and some letters in writing. Writes own name or familiar words.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles 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.
D. Begins to remember and repeat stories and experiences through drawing and dictation.	
Examples Tells others about intended meaning of drawings and writings.	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 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Mathematics	

Standard 1: Patterns – The child sorts and classifies objects and analyzes simple patterns	
A. Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).	
Examples Sorts objects into groups by a certain characteristics and begins to explain how the grouping was done. Describes or recognizes similarities and differences between objects.	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
B. Recognizes patterns, can repeat explain verbally (red, black, red, black, red, black).	
Examples Continues a simple pattern such as arranging blue and yellow pegs in alternating order. Describes patterns.	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.
Standard 2: Number Sense – The child understands the relationship between numbers and quantities.	
A. Begins to associate number concepts, vocabulary, and quantities using written numerals in meaningful ways.	
Examples Begins to recognize numerals. Puts two objects by the number two, three objects by the number three and so forth.	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. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.

Compares and recognizes items that are more, less or the same in size.	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.
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	
Examples Counts objects in a one-to-one correspondence.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. 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.
C. Counts objects in a set one-by-one from one through five.	
Examples Counts objects from one through five.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five.
D. Identifies and creates sets of objects one through five.	
Examples Creates a set of five objects by counting them out.	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.
E. Identifies numerals one through five.	
Examples Names numerals one through five.	M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.

F. Recognizes the numerical value of sets of objects through five.	
Examples Names how many are in a group of up to five (or more) objects.	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.
G. Develops increasing ability to count in sequence to ten.	
Examples Counts from one to ten.	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.
Standard 3: Geometry and Spatial Sense – The child identifies common geometric shapes and explores the relationship of objects in the environment.	
A. Begins to recognize, describe, compare and name common shapes. (For example: circle, square, triangle, and rectangle)	
Examples Names and describes shapes in the environment. Groups objects according to their shape and size.	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 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 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.

B. Builds an increasing understanding of directionality, order, and position of objects and words. (For example: on, under, above)	
Examples Uses words to indicate where things are in space. (For example: 'beside', 'inside', 'over', 'under', etc.)	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Standard 4: Measurement – The child explores the concepts of nonstandard and standard measurement.	
A. Measures objects using nonstandard units of measurement. (For example: pencil, paper clip, block)	
Examples Participates in measuring activities and names units of measure.	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.
B. Compares objects according to observable attributes. (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)	
Examples Begins to order, compare and describe objects. Identifies which object is the longest, shortest, biggest, or smallest.	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.

	M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.
C. Compares and orders objects in graduated order. (For example: shortest to tallest, thinnest to thickest)	
Examples Places objects in graduated order.	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.
D. Develops an awareness of simple time concepts within his/her daily life. (For example: yesterday, today, tomorrow; morning, afternoon, night)	
Examples Uses terms such as before, after, yesterday, tomorrow, morning, afternoon, day, and night appropriately.	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Standard 5: Data Analysis – The child collects and analyzes data in a group setting.	
A. Begins to use numbers and counting as a means for solving problems and measuring quantity.	
Examples Compares groups and counts the number of items in each group to determine if there are more, less, or the same (equivalent sets).	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.

B. Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	
Examples Shows curiosity about locations, maps, and charts. Ask questions. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs, and charts.	M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
C. Describes similarities and differences between objects.	
Examples Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
Health, Safety and Physical Development	
Standard 1: Large Muscle Skill Development – The child participates in activities involving large muscle skills.	
A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)	
Examples Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping, and pulling. Moves toward skipping, galloping, and riding while maintaining balance.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	
Examples Names or points to body parts. Moves within a space with defined boundaries. Runs easily and stops quickly. Controls body and can change movement, speed and direction.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts.
C. Demonstrates non-locomotor movements. (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)	
Examples Moves while standing in place. Identifies and reproduces non-locomotor movements when asked.	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.
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	
Examples	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Throws and kicks a ball. Begins to catch and bounce a ball with two hands. Dribbles a ball with hands and/or feet. Swings with assistance. Goes down a slide.	PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing).	
Examples Participates in activities to develop large muscles, strength and endurance.	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.
F. Develops coordination and balance through a variety of activities.	
Examples Begins to gain coordination through participation in physical activities. Demonstrates ability to balance. Transfers weight from one body part to another.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Standard 2: Fine Motor Skill Development – The child participates in activities involving small muscles.	

A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)	
Examples Controls small muscles to complete tasks. Uses small muscles for self-help skills.	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 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.
B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads).	
Examples Uses simple tools during a variety of learning activities.	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 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Standard 3: Health-Enhancing Activity Development – The child participates in activities for the development of lifetime health and fitness.	
A. Progresses in physical growth, strength, stamina, and flexibility.	

Examples Demonstrates increasing ability to lift and carry heavier items, run farther, and successfully navigate playground equipment.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
B. Understands that healthy bodies need rest, exercise, water and good nutrition.	
Examples Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest. Begins to recognize and select healthy foods, exercise and rest activities.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)	
Examples	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing

Takes care of self when eating, dressing, toileting, and washing hands.	PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
D. Builds awareness and ability to follow basic health and safety rules.	
Examples Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc. Identifies ways to locate school and community helpers. Communicates fears to a trusted adult.	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. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Science	
Standard 1: Scientific Processes and Inquiry – The child investigates and experiments with objects to discover information.	
A. Develops increasing abilities to classify, compare and contrast objects, events, and experiences.	
Examples Describes objects and living things in increasing detail. Identifies similarities and differences in objects.	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.

Tells stories about what he or she experiences.	SCI 1b.5 Observes, describes and records a scientific phenomenon. 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.
B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)	
Examples Uses scientific tools as props in play. Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.)	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.
C. Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)	
Examples Explores and tries new things with materials.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.	

Examples Verbalizes what he or she sees and predicts what will happen. Shows interest by asking 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. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
E. Explores cause and effect.	
Examples Understands simple cause and effect situations. (For example: If the ball is dropped, it will fall. If the juice spills, the table is wet).	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.
F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.	
Examples Takes steps in conducting investigations. Records data with teacher assistance. Explains what discoveries were made.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records

	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
Standard 2: Physical – The child investigates and describes objects that can be sorted in terms of physical properties.	
A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.	
Examples Uses senses to explore the environment and can describe differences.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/ nonmagnetic, solid/liquid, wet/dry).	
Examples Recognizes and describes the properties of objects. Makes comparisons among observed objects.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
C. Observes and describes how objects move. (For example: slide, turn, twirl, roll).	

Examples Tries to find which objects move best when placed on a ramp.	SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals or people move. SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.
Standard 3: Life – The child observes and investigates plants and animals.	
A. Develops an awareness of what various plants and animals need for growth.	
Examples Provides plants and animals what is needed for growth (soil, water, sunshine, food).	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. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
B. Demonstrates a beginning awareness of the changes plants and animals go through during their life. (For example: seed/plant, egg/chicken)	
Examples Matches a seed and a plant and a young animal and an adult animal.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.

C. Demonstrates interest and respect for the plant and animal life around them.	
Examples Takes care of familiar plants and animals.	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.
Standard 4: Earth/Space – The child investigates and observes the basic concepts of the Earth.	
A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water).	
Examples Explores and discusses materials related to rocks, soil, air, clouds, sun, moon, and/or stars.	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.
B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold).	
Examples Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
C. Develops an awareness of the four seasons. (For example: temperature, weather-appropriate clothing, changing leaves)	
Examples Recognizes characteristics of different seasons.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.

	SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.
D. Observes and participates in a variety of activities related to preserving the environment.	
Examples Expresses concern for taking care of the earth.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Social and Personal Skills	
Standard 1: The child participates in activities to develop the skills necessary for working and interacting with others.	
A. Plays, works and interacts easily with one or more children and/or adults.	
Examples Greets the teacher and others when arriving. Responds to familiar faces and voices verbally and nonverbally. Engages in conversations with children and adults. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.

	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.
B. Begins to develop relationships with others.	
Examples Chooses to work and play with other children. Initiates interaction with others.	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
C. Recognizes the feelings of others and responds appropriately.	
Examples Expresses increased care and understanding for the feelings 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. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.

D. Develops confidence and stands up for own rights.	
Examples Attempts new tasks with enthusiasm. Enters into play with groups of children with confidence.	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.6 Expresses and advocates for one's needs or personal preferences. 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. SED 1c.5 Takes risks and pushes self to accomplish new tasks 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.
E. Shows respect for others, materials, and equipment.	
Examples Treats other children respectfully and uses care with possessions. Uses equipment carefully, does not waste supplies, and puts materials away when finished. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.

	SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
F. Recognizes and expresses own feelings and responds appropriately.	
Examples Handles feelings in an age-appropriate way. Uses words or pictures to identify and label some of his/her own feelings and needs. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	
Examples Shares equipment/materials and takes turns in activities.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
H. Works independently and/or cooperatively to solve problems or resolve conflicts.	
Examples	SED 4a Problem-Solving: Solves problems

Uses words and strategies for resolving conflicts and solving problems.	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
I. Seeks assistance from an adult when appropriate.	
Examples Follows school rules for appropriate behavior. Attempts to solve problem before asking for assistance from teacher.	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. 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.
J. Recognizes self as a unique individual having own abilities, characteristics, emotions and interests.	
Examples Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Identifies self as being part of different groups such as family, community, culture or school.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. 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.

K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	
Examples Develops successful relationships with others in the home, family and learning environment. Treats everyone with respect and dignity. Understands and values similarities and differences among people. Notices differences in skin color, eyes, hair, language, and culture.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Standard 2: The child develops the skills necessary for participating in a variety of settings.	
A. States his/her full name, age, and name of parent or guardian.	
Examples Knows personal information such as name and age. Names significant family members.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
B. Shows ability to adjust to new situations.	
Examples Moves smoothly from one routine to another such as from activity period to cleanup.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.

Transitions from home to school without extensive or long-lasting anxiety.	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. SED 2b.6 Transitions from one activity to the next and helps others through the transition.
Social Studies	
Standard 1: Civics – The child exhibits traits of good citizenship.	
A. Works and plays cooperatively in a variety of settings.	
Examples Contributes to large and small group discussions. Participates in group decision making.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
B. Recognizes the importance of his/her role as a member of the family, the class, and the community.	
Examples Identifies self as a member of a family, community, and class.	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.

Creates drawings or sculptures of home, school, or community.	SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1a.6 Compares roles, rules and responsibilities between different groups. 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.
C. Listens to others while in large and small groups.	
Examples Takes turns listening and speaking.	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. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
D. Shows respect for others and their property.	
Examples Treats other children respectfully and uses care with their property. Uses equipment carefully and does not waste supplies. Puts material away when finished.	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. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.

	SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
E. Develops an awareness of how people can positively affect the environment.	
Examples Participates in taking care of the indoor and outdoor environment. Recognizes some resources and money are limited.	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.
F. Recognizes patriotic symbols and activities.	
Examples Recognizes the American and/or Tribal flag and other symbols. Given the opportunity, practice reciting the Pledge of Allegiance.	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.
G. Recognizes the importance of rules and responsibilities as a member of the family, class, and school.	
Examples Identifies rules at home and at school. Understands consequences when a rule is not followed.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.

	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 2: Geography – The child demonstrates knowledge of basic geographic concepts.	
A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant).	
Examples Names and describes places they see on the way to school. (For example: store, restaurant) Describes differences in homes and buildings.	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. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.
B. Begins to develop an understanding of his/her community. (For example: home, school, and city).	
Examples Identifies common features in the home, school, and community.	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.
Standard 3: Geography - The child discusses how children in various communities and cultures are alike and different.	
A. Explores common needs. (For example: food, clothing and shelter).	
Examples Understands the basic human needs of all people for food, water, safety, clothing, shelter.	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.

B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.	
Examples Talks about how people are different.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
C. Explores how families and communities build traditions.	
Examples Shares family and community traditions.	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
Standard 4: Economics – The child explores various careers and identifies basic economic concepts.	
A. Identifies various school and community personnel.	
Examples Names school personnel by job and by name such as principal or director, teacher, secretary, custodian, cook, etc. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.

B. Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.	
Examples Describes people’s jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.)	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.
C. Develop an awareness of using money to purchase things.	
Examples <i>No examples are provided for this indicator in the Oklahoma Early Learning Guidelines.</i>	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn’t belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.



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.

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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.

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 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.