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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

Delaware Early Learning Foundations for Infant/Toddler and Preschool

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The Experience Developmental Continuum of Skills

This document details the alignment of the **Delaware Early Learning Foundations for Infant/Toddler and Preschool.** 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.






Delaware Early Learning Foundations for Infant/Toddler and Preschool

Infant/Toddler

Preschool

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Delaware Early Learning Foundations (2010): Infant/Toddler	Experience Early Learning Developmental Continuum
Social Emotional	
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* SE1 Express feelings, emotions, and needs in a responsive environment SE2 Discover own body SE3 Recognize and respond to name SE4 Begin to develop independence SE5 Begin to develop a sense of accomplishment *What you might see a young infant (0–6 months) do:* Cry, smile, coo Use a variety of facial expressions Begin to communicate needs through cries and gestures Show distress by crying and/or kicking legs Move hands and feet, begin to look at fingers Turn head toward caregiver when hears name	**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. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.

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Cry to get needs met Use sounds, body movements, and eye contact to promote interaction Stop crying when needs met	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* SE1 Express feelings, emotions and needs in a responsive environment SE2 Discover own body SE3 Recognize and respond to name SE4 Begin to develop independence SE5 Begin to develop a sense of accomplishment *What you might see a older infant (6–12 months) do:* Cry, gesture, coo, and make other sounds Signal for adult attention or request help by crying, gesturing, or moving Express emotions including happiness and anger (when frustrated) Express fear of unfamiliar people by moving toward caregiver Express needs such as pointing to bottle when hungry	**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 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.

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Spit out things that are “icky” Move body with purpose such as picking up a toy Point to body parts while looking at books or pictures with adult prompt Smile, make eye contact when hears name Entertain self for short periods of time Physically move away from caregiver to play and explore environment Begin to feed self with fingers Begin to remove clothing – pull off socks and shoes Begin to participate in dressing by holding out arm or leg Smile, laugh, clap, repeat gestures to cheer for self after trying new things such a crawling or walking Repeat action such as Pat-a-Cake or Bye-bye	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* SE1 Express feelings, emotions and needs in a responsive environment SE2 Discover own body SE3 Recognize and respond to name	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 1b Self-Awareness: Expresses needs and preferences**

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SE4 Begin to develop independence SE5 Begin to develop a sense of accomplishment *What you might see a young toddler (12–24 months) do:* Express his/her own feelings and range of emotions Express emotions to get reaction from others Express jealousy when caregiver holds another child Identify simple body parts such as head, leg, arm Recognize reflection in mirror and say name Begin to identify self by name Begin to say/sign name when prompted Show preferences for favorite toys, books and objects Say “Mine” to things he/she wants Begin to feed self with utensils Display preference to complete tasks by himself/herself and voice displeasure when caregiver tries to help Begin to communicate to get adult help (Ex: point to where a ball has rolled under a shelf) Watch for reaction from others after action or doing something	SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.

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Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* SE1 Express feelings, emotions and needs in a responsive environment SE2 Discover own body SE3 Recognize and respond to name SE4 Begin to develop independence SE5 Begin to develop a sense of accomplishment *What you might see a older toddler (24–36 months) do:* Begin to recognize his/her own feelings and range of emotions Act out different emotions during pretend play Use one or two words to express feelings Begin to recognize and react to feelings of others Express frustration through tantrums Identify body parts including elbow, ankle, neck Begin to identify name in print Begin to ask for help when unable to complete tasks independently Use words, gestures or signs to celebrate success	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.

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Request praise after completing difficult activity (Ex: putting puzzle together)	
Self-Regulation (ability to comfort self and manage emotions)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* SE6 Begin to develop calming and coping skills SE7 Develop self-control *What you might see a young infant (0–6 months) do:* Stop crying when adult gently rocks or talks to baby Close eyes, suck on fist, turn head away from distractions Calm self by sucking thumb, fingers, pacifier or toy Cry to be picked up Stop crying when picked up or hears caregiver's voice	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* SE6 Begin to develop calming and coping skills SE7 Develop self-control	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.

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What you might see a older infant (6–12 months) do: Cry and cling to parents when they are leaving, but calm down after a short time Calmly adapt to small transitions during the day Cling to primary caregiver Begin to comfort self by sucking on pacifier or snuggling with favorite toy	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* SE6 Begin to develop calming and coping skills SE7 Develop self-control *What you might see a young toddler (12–24 months) do:* Cling to blanket or stuffed toy at arrival time when family tries to leave Want to be picked up by caregiver at arrival time Begin to develop understanding of right and wrong (Ex: says No after throwing food on floor then looks to caregiver for reaction) Demonstrate difficulty sharing Understand connection between own behavior and reaction of others Continue to have difficulty sharing	**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 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.

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Cry when does not get what he/she wants	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* SE6 Begin to develop calming and coping skills SE7 Develop self-control *What you might see a older toddler (24–36 months) do:* Carry around favorite stuffed animal when afraid Go off by himself/herself Continue to need adult support when in conflict with another child Begin to follow and repeat simple rules Understand the connection between own behavior and the reaction of others Begin to make careful choices to avoid danger and conflict	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. **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”. **PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger.
Attachments/ Social Relationships (connections between child and other people)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* SE8 Express feelings through facial expressions, gestures and sound	**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.

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SE9 Build a trusting relationship with a caring adult SE10 Engage with other children SE11 Respond to emotions of others *What you might see a young infant (0–6 months) do:* Cry, grimace Coo, begin to smile, move arms and legs excitedly Look at caregiver's face Turn toward sound of familiar caregiver's voice Imitate gestures, facial expressions and sounds Express own needs Begin to look at other babies	**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 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* SE8 Express feelings through facial expressions, gestures, and sound SE9 Build a trusting relationship with a caring adult SE10 Engage with other children SE11 Respond to emotions of others	**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.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.

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What you might see a older infant (6–12 months) do: Express joy Get angry when frustrated Spit out things that are “icky” Express fear of unfamiliar people by looking at or moving toward caregiver Begin to cry when another baby cries Smile, laugh when in presence of familiar caregiver Show affection for familiar adults Vocalize to call for caregiver Begin to engage in turn-taking or two way “conversations” Crawl away but checks back visually, call/gesture to ensure adult contact Act anxious around strangers Point to photos of family members Look to caregiver for approval when completing task Look at others Take toys from other babies	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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Not share toys Scream when baby takes their toy	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* SE8 Express feelings through facial expressions, gestures and sound SE9 Build a trusting relationship with a caring adult SE10 Engage with other children SE11 Respond to emotions of others *What you might see a young toddler (12–24 months) do:* Express jealousy when caregiver holds another child Try to comfort another child who is upset Cling to parent or caregiver Express sadness when parent leaves Identify photos of self and family members Act anxious around strangers Enjoy helping by working side by side with adult Try new things with favorite caregiver close by	**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 3d Social relationships: Identifies and respects emotions of others** SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.

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Comfort peer by offering them own blanket or patting them on back Play side-by-side with other toddlers (parallel play) Push, hit, or bite when another child takes toy Begin to say other child's name Match facial expressions; interpret facial cues as emotional expressions Begin to respond to feelings of others	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* SE8 Express feelings through facial expressions, gestures and sound SE9 Build a trusting relationship with a caring adult SE10 Engage with other children SE11 Respond to emotions of others *What you might see a older toddler (24–36 months) do:* Use one or two words to express feelings Express frustration through tantrums Ask/sign/gesture to get attention Show affection by hugging	**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.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.

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Search out favorite caregiver for comfort Follow around favorite caregiver Develop friendship with one or two peers Have preferences for some children Say friend's name Begin to think of solutions for social conflicts with assistance Use one to two word sentences to express feelings Share favorite toy with child who is sad Ask others about how they are feeling Get caregiver to help another child in need	
Language and Literacy	
Receptive Language (listening and understanding)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* LL1 Show interest in sounds LL2 Show interest in language of others LL3 Begin to understand gestures, words, routines, communication	**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.

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LL4 Respond to communication of others *What you might see a young infant (0–6 months) do:* Startle or cry to loud sounds Quiet down and turn head towards familiar voice Smile when spoken to or greeted by smiling face Smile, kick, move arms and legs while listening to caregiver's voice Gaze at face Watch speaker intently Look at object or picture caregiver indicates with gestures and words Look to caregiver when name is spoken Lift arms when caregiver gestures or says " Up" while picking up baby	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* LL1 Show interest in sounds LL2 Show interest in language of others LL3 Begin to understand gestures, words, routines, communication LL4 Respond to communication of others	**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 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.

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What you might see a older infant (6–12 months) do: Smile and laugh during interactions Actively search for source of sound that is not visible Move body to song or music Respond to safety words such as “Stop!” or “Hot!” (Ex: pause, eye contact)	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* LL1 Show interest in sounds LL2 Show interest in language of others LL3 Begin to understand gestures, words, routines, communication LL4 Respond to communication of others *What you might see a young toddler (12–24 months) do:* Combine objects in play and notice new sounds it makes (Ex: bang blocks together, place items in container) Participate in finger plays Laugh at silly language Point to common objects when named	**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 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Listen and respond to peer when speaking Share and show items of interest	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* LL1 Show interest in sounds LL2 Show interest in language of others LL3 Begin to understand gestures, words, routines, communication LL4 Respond to communication of others *What you might see a older toddler (24–36 months) do:* Join in finger play with actions and words Actively seek to participate in ongoing activities Interact in play with peers Try to repeat sounds in environment, including words that peers say	**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.
Expressive Language (communicating and speaking)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* LL5 Use sounds, gestures or actions to communicate wants and needs	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting.

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LL6 Imitate sounds, words, signs, facial expressions, and gestures LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states LL9 Engage in turn-taking back-and-forth exchanges leading to conversation *What you might see a young infant (0–6 months) do:* Respond to speaker/signer by smiling Will quiet his/her body when spoken/signed to Laugh Raise arms to familiar adult Kick and coo to show excitement Imitate pointing Imitate some movements or gestures Use meaningful gestures Vocalize pleasure and displeasure sounds Vocalize when talked to while moving limbs Cry to communicate different meanings	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

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Respond to names of familiar objects in primary language by moving body or making sounds Gurgle Use different types of cries to signal hunger, discomfort, fear, or pain Smile at adult to invite interaction Laugh aloud Raise arms to familiar adult Move arms and legs when looking at someone Cry if another baby cries	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* LL5 Use sounds, gestures, or actions to communicate wants and needs LL6 Imitate sounds, words, signs, facial expressions and gestures LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting.

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LL9 Engage in turn-taking back-and-forth exchanges leading to conversation *What you might see a older infant (6–12 months) do:* Protest by gesturing or shake head Wave bye-bye May point to request an item Reach to touch another person's body part Reach for object person is holding Imitate facial expressions Imitate sounds/signs of primary language Imitate environmental sounds (Ex: car sounds, animal sounds) Listen to and try to show participation with finger plays Produce different sorts of consonant vowel sounds (Ex: ma ma ma ma ma, da da da da, de de de de) Chuckle and laugh Use sounds to get and keep an adult's attention Look at specific item upon hearing/seeing word in primary language Use same sounds, intonations, signs, and facial expressions as parents do	

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Produce strings of babble with intermixed, occasional words Combine vocalizations with gestures Point to ask for out-of-reach toy Babble by self and in response to others	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* LL5 Use sounds, gestures or actions to communicate wants and needs LL6 Imitate sounds, words, signs, facial expressions and gestures LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states LL9 Engage in turn-taking back-and-forth exchanges leading to conversation *What you might see a young toddler (12–24 months) do:* Use simple gesture (Ex: nod head for yes) Use facial expressions to show excitement or distress Pull caregiver to object he/she wants to play with	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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Imitate new words or signs Imitate adult movements when doing rhymes/finger plays (Ex: Pat-a-Cake) Imitate simple expressions (Ex: smile, frown, surprised look) Produce few words/signs that are understandable and consistent (Ex: ba ba for bottle, ma ma or da da) Say more words/signs every month Combine gestures with vocalizations Use strings of different sounds sounding like he/she is having a conversation Begin to combine words/signs May become frustrated if meaning of communication attempt is not readily understood Begin to use words/signs to describe physical needs and wants (Ex: hungry) Respond to yes/no questions Initiate conversations Name pictures Match emotions of peers Initiate play with peers	

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Begin to combine words	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* LL5 Use sounds, gestures, or actions to communicate wants and needs LL6 Imitate sounds, words, signs, facial expressions and gestures LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences LL8 Use sound, words or signs for a variety of purposes, including expressing emotions and physical states LL9 Engage in turn taking back and forth exchanges leading to conversation *What you might see a older toddler (24–36 months) do:* Move/gesture to indicate toileting needs (Ex: wet or soiled diaper, tug on pants indicating a need to use bathroom) Repeat simple rhymes and songs Imitate two and three word phrases Initiate finger plays Use words for many objects (Ex: nouns) Use name to refer to self	**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 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.

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Name some body parts Use one word questions with intonation Use some two-word question approximations (Ex: “whadat?) Ask for help Ask questions Talk/sign to self Begin to describe personal experiences Converse in primary language, one or two responses Recognize stories and songs that he/she hears frequently Use three-word sentences Learn and use new words Use feeling words and facial expressions appropriately Talk to other children Answer simple questions Answer questions with accurate “yes” or “no” answer Use language or gestures that are increasingly understandable Use language in dramatic and/or symbolic play	

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Begin to use language to describe own pictures/artwork Participate taking turn in conversation	
Emergent Literacy (the foundations of reading)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* LL10 Show interest in rhymes, books, stories, and songs LL11 Actively participate and show appreciation for book reading, story sharing and singing LL12 Interact with books appropriately *What you might see a young infant (0–6 months) do:* Explore books using senses (Ex: taste, feel, sight, smell) Reach for pages of books Look at caregiver's face when being read to Demonstrate enjoyment through facial/body movements to sound of words in books Follow caregiver's gaze to pictures	**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.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:*	**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.

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LL10 Show interest in rhymes, books, stories, and songs LL11 Actively participate and show appreciation for book reading, story sharing and singing LL12 Interact with books appropriately *What you might see a older infant (6–12 months) do:* Independently pick up a book and flip the pages Listen and/or look at books for a short period of time when read to Babble while looking at book as if reading Show enjoyment while looking at pictures	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page.
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* LL10 Show interest in rhymes, books, stories, and songs LL11 Actively participate and show appreciation for book reading, story sharing, and singing LL12 Interact with books appropriately *What you might see a young toddler (12–24 months) do:* Recognize familiar signs, labels, or logos in home or community Finish repetitive lines in familiar books	**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.

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Hold book correctly for reading See picture of flower and pretends to smell it Point to pictures upon request Enjoy being read to	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* LL10 Show interest in rhymes, books, stories, and songs LL11 Actively participate and show appreciation for book reading, story sharing and singing LL12 Interact with books appropriately *What you might see a older toddler (24–36 months) do:* Label or make accompanying noises when sees picture Participate in book reading by making noises (Ex: says tweet, tweet when pointing at birds Recognize book by cover Pretend to “read” independently Recognize name in print Open book and flip pages in order	**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. **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.

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Pick out/request story book for teacher/caregiver to read Choose to look at books as free choice activity	
Emergent Writing (the beginnings of writing)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* LL13 Use and experiment with different writing materials LL14 Notice and show interest in signs and words in the classroom environment *What you might see a young infant (0–6 months) do:* Move both hands when he/she sees an exciting object Grasp object, lets go, and attempts to grasp it again	**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.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* LL13 Use and experiment with different writing materials LL14 Notice and show interest in signs and words in the classroom environment *What you might see a older infant (6–12 months) do:* Transfer and manipulate an object with hands	**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.

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Pick up a small toy with thumb and fingers (pincher grasp) Show interest when adults write Use crayons to make marks Make marks with finger in paint	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* LL13 Use and experiment with different writing materials LL14 Notice and show interest in signs and words in the classroom environment *What you might see a young toddler (12–24 months) do:* Pretend to write by scribbling Choose to use markers or crayons during playtime Imitate marks on paper Notice letters and words on paper	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. **LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* LL13 Use and experiment with different writing materials	**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.3 Marks or scribbles. Begins to make letter-like forms.

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LL14 Notice and show interest in signs and words in the classroom environment *What you might see a older toddler (24–36 months) do:* Hold crayon with thumb and fingers of one hand Try to imitate symbols and pictures “Writing” and “drawing” begin to look different Try to describe his/her writing/art work through his/her own words and interpretations (Ex: show scribble and say, “it’s a dinosaur”)	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Discoveries	
Sensory Awareness (exploration of the physical world and the properties of things)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS1 Use vision to respond to light and focus on details such as faces, movement and color DS2 Use taste and smell to learn about foods, people and objects DS3 Explore people and objects through touch DS4 Use hearing to gain information about people, places, language, and things DS5 Use all senses to learn about cultures and ways of doing things	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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What you might see a young infant (0–6 months) do: Play with own hands and feet Gaze at faces and objects Gather information about people, objects, and themselves using multiple senses	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS1 Use vision to respond to light and focus on details such as faces, movement and color DS2 Use taste and smell to learn about foods, people, and objects DS3 Explore people and objects through touch DS4 Use hearing to gain information about people, places, language, and things DS5 Use all senses to learn about cultures and ways of doing things *What you might see a older infant (6–12 months) do:* Shake rattle or use voice to make sounds Reach out, touch and explore nurturing caregivers Focus on details, color, and movements of people and objects	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Young Toddler (12-24 Months)	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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To support ongoing learning and development the child is given an opportunity to: DS1 Use vision to respond to light and focus on details such as faces, movement and color DS2 Use taste and smell to learn about foods, people and objects DS3 Explore people and objects through touch DS4 Use hearing to gain information about people, places, language, and things DS5 Use all senses to learn about cultures and ways of doing things *What you might see a young toddler (12–24 months) do:* Explore foods and develop likes and dislikes React to sounds, rhythms and voices in the environment Use senses to explore textures, people and objects	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS1 Use vision to respond to light and focus on details such as faces, movement, and color DS2 Use taste and smell to learn about foods, people, and objects DS3 Explore people and objects through touch	**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 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

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DS4 Use hearing to gain information about people, places, language, and things DS5 Use all senses to learn about cultures and ways of doing things. *What you might see a older toddler (24–36 months) do:* React to sounds, rhythms and voices to build language Explore textures in their natural environment Use senses to discriminate and make connections	
Spatial Awareness (sense of space and how things fit as people and objects move)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS6 Discover how their own bodies fit into spaces DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump *What you might see a young infant (0–6 months) do:* Find mouth to explore self and objects Explore environment by rolling, inching, or crawling Reach for and grasp objects	**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.
Older Infant (6-12 Months)	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**

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To support ongoing learning and development the child is given an opportunity to: DS6 Discover how their own bodies fit into spaces DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill and dump *What you might see a older infant (6–12 months) do:* Stack, sort, dump, push and pull objects to see how they fit Explore the world from a new view by sitting up, creeping and crawling	PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **SS 3b Geography: Interacts with maps** SS 3b.1 Navigates within a familiar environment.
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS6 Discover how their own bodies fit into spaces DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump *What you might see a young toddler (12–24 months) do:* Squeeze onto caregiver's lap when another child is already there Learn about balance as they stack and nest objects Get stuck in tight spaces and work to get out Learn to walk through different spaces, including those occupied by other people and their toys	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **SS 3b Geography: Interacts with maps** SS 3b.2 Finds ways to move around obstacles in a familiar environment.

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Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS6 Discover how their own bodies fit into spaces DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump *What you might see a older toddler (24–36 months) do:* Build, knock over, and build again with a variety of materials Experiment with lots of shapes, puzzles, and sorters Learn to make judgments about how high to climb, how high to jump, and how fast and where to run	**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. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.
Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS8 Focus on people in their immediate world DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant DS10 Realize that people and objects that have disappeared still remain in the infant's memory	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

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What you might see a young infant (0–6 months) do: Explore objects only in immediate world Does not search for a person or object that has disappeared	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant DS10 Realize that people and objects that have disappeared still remain in the infant's memory *What you might see a older infant (6–12 months) do:* Continue to play though notices caregiver is out of sight Search actively for an object that is hidden Repeatedly drop objects and look to see where they have gone	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS8 Focus on people in their immediate world and when they disappear, they no longer exist	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.

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DS9 Focus on objects in their immediate world and when they disappear, they no longer exist DS10 Realize that people and objects that have disappeared still remain in the toddler's memory *What you might see a young toddler (12–24 months) do:* Search for items in specific sequences or places Look for caregiver or parent after they leave room	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant DS10 Realize that people and objects that have disappeared still remain in the infant's memory *What you might see a older toddler (24–36 months) do:* Identify objects or people by name, sound or facial expression Look for favorite book or toy where it belongs	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Cause and Effect (events and outcomes are caused by themselves, other people, or things)	
Young Infant (0-6 Months)	**ATL 1b Attention & Persistence: Persists**

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To support ongoing learning and development the child is given an opportunity to: DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions DS12 Recognize that people and specific parts of objects can cause things to happen DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) DS14 Watch people and see how they can be used to get what they want DS15 Use objects as a way to get what they want *What you might see a young infant (0–6 months) do:* Grasp objects and bring to mouth to explore Repeat behaviors such as kicking, shaking, or batting Use cries or sounds to express needs for food, attention, and comfort	ATL 1b.2 Repeats actions to gain a result. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.1 Kicks feet or shakes arms to make other objects move. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. **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.

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DS12 Recognize that people and specific parts of objects can cause things to happen DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) DS14 Watch people and see how they can be used to get what they want DS15 Use objects as a way to get what they want *What you might see a older infant (6–12 months) do:* Use hands or objects to cause actions like music or movement Use fingers to feed self Point or vocalize to obtain wants or needs	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions DS12 Recognize that people and specific parts of objects can cause things to happen DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) DS14 Watch people and see how they can be used to get what they want	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.3 Explores movable parts on toys. **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.

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DS15 Use objects as a way to get what they want *What you might see a young toddler (12–24 months) do:* Begin to use spoon or fork to feed self Push, poke, or prod buttons or knobs to make things happen Empty and fill different size cups with materials	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions DS12 Recognize that people and specific parts of objects can cause things to happen DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention) DS14 Watch people and see how they can be used to get what they want DS15 Use objects as a way to get what they want *What you might see a older toddler (24–36 months) do:* Engage caregiver or peer to make things happen and expect response	**ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.3 Explores movable parts on toys. **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.

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Use objects to obtain out of reach items	
Attention and Persistence (attends to tasks and persists with activities that interest them)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS16 Notice and pay attention to objects and people of interest DS17 Choose to stay with an activity that interests them *What you might see a young infant (0–6 months) do:* Become quiet when caregiver responds to basic needs Focus on patterns in carpet or on mobile	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS16 Notice and pay attention to objects and people of interest DS17 Choose to stay with an activity that interests them *What you might see a older infant (6–12 months) do:* Change behaviors when routines or rituals are changed Turn away from intense interactions or sounds Look back and forth between people and objects	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.1 Shifts attention from one person or thing to another.

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Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS16 Notice and pay attention to objects and people of interest DS17 Choose to stay with an activity that interests them *What you might see a young toddler (12–24 months) do:* Expect favorite song or book to be presented the same way every time Engage in solitary play Can often stay with activity to completion depending on temperament	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS16 Notice and pay attention to objects and people of interest DS17 Choose to stay with an activity that interests them *What you might see a older toddler (24–36 months) do:* Expect favorite song or book to be presented same way every time Engage in solitary play Can often stay with activity to completion depending on temperament	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. **ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.2 Entertains and plays by themselves without adult or child involvement.

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Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS18 Explore objects to see how they work, using trial and error to meet challenges DS19 Make connections with people and use what they know from other situations to solve a problem DS20 Try a variety of approaches in problem solving using own body and objects *What you might see a young infant (0–6 months) do:* Physically, emotionally, or verbally react to environment Put objects in mouth, bang objects against materials, shake, or hit objects	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS18 Explore objects to see how they work, using trial and error to meet challenges DS19 Make connections with people and use what they know from other situations to solve a problem	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

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DS20 Try a variety of approaches in problem solving using own body and objects *What you might see a older infant (6–12 months) do:* Use own body to taste, feel, touch, or smell objects and materials in their world Discover properties of objects by using them over and over again in multiple ways	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS18 Explore objects to see how they work, using trial and error to meet challenges DS19 Make connections with people and use what they know from other situations to solve a problem DS20 Try a variety of approaches in problem solving using own body and objects *What you might see a young toddler (12–24 months) do:* Imitate caregiver Move object around to see it in different ways Develop basic concepts, patterns, shapes, and textures of things in environment	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **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.
Older Toddler (24-36 Months)	**SED 4a Problem-Solving: Solves problems**

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To support ongoing learning and development the child is given an opportunity to: DS18 Explore objects to see how they work, using trial and error to meet challenges DS19 Make connections with people and uses what they know from other situations to solve a problem DS20 Try a variety of approaches in problem solving using own body and objects *What you might see a older toddler (24–36 months) do:* Try several ways to reach an object that is stuck Use body, objects or instruments to clap, pat or make other sounds Twist or turn objects to figure out how they work	SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.3 Explores movable parts on toys.
Play (engage with real objects in imaginative ways)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* DS21 Play with hands DS22 Imitate and practice what happens in their life as they watch people and events DS23 Use props and people as they engage in make believe play and act out simple themes *What you might see a young infant (0–6 months) do:*	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.

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Watch what is happening in environment Reach for and explore real objects	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* DS21 Play with hands, feet, and objects in their immediate world DS22 Imitate and practice what happens in their life as they watch people and events DS23 Use props and people as they engage in make believe play and act out simple themes *What you might see a older infant (6–12 months) do:* Roll, inch or crawl to different areas of the room to experience and explore real objects	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* DS21 Play with hands, feet and objects in their immediate world DS22 Imitate and practice what happens in their life as they watch people and events DS23 Use props and people as they engage in make believe play and act out simple themes	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.

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What you might see a young toddler (12–24 months) do: Pretend to talk on telephone, cook meals or care for baby Use real tools to act out simple tasks	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* DS21 Play with hands, feet and objects in their immediate world DS22 Imitate and practice what happens in their life as they watch people and events DS23 Use props and people as they engage in make believe play and act out simple themes *What you might see a older toddler (24–36 months) do:* Use real objects in imaginative ways to engage in role play activities such as talking on shoe or using block for bottle Play different roles in pretend play	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Physical Development and Health	
Sensory (five senses used to explore and learn about the environment)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:*	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SCI 3b Physical Science: Explores the physical properties of materials**

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PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.) PD2 Organize and discriminate sensory experiences PD3 Engage in sensory activities and play *What you might see a young infant (0–6 months) do:* Startle to unexpected sounds Quiet to soothing sounds Turn head toward sounds Respond to faces and touch with smile Follow moving object with eyes Reach out to grasp and hold object Explore objects with mouth and hands	SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.) PD2 Organize and discriminate sensory experiences PD3 Engage in sensory activities and play	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

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What you might see a older infant (6–12 months) do: Begin some imitation of hand play such as waving bye-bye and clapping hands Calm with comfort from a familiar adult when upset Respond to familiar books and songs Respond to different textures	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.) PD2 Organize and discriminate sensory experiences PD3 Engage in sensory activities and play *What you might see a young toddler (12–24 months) do:* React to surprise happenings Develop preferences for tastes, textures, sounds, scents and sights Touch and explore objects with hands and fingers Begin to notice and repeat different sounds Respond to own name and familiar words	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

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Enjoy movement activities like walking, dancing, swinging	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.) PD2 Organize and discriminate sensory experiences PD3 Engage in sensory activities and play *What you might see a older toddler (24–36 months) do:* Play with different textures – solid and liquid materials Use senses to experience nature and weather Eat a variety of foods with different tastes and textures Recognize and repeat familiar songs and rhythms	**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 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* PD4 Develop strength, small motor control, and coordination through daily activities	**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.

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PD5 Touch, grasp, reach and explore people and objects PD6 Develop and use eye-hand coordination to perform a variety of tasks PD7 Use and manipulate objects purposefully PD8 Use two hands in a coordinated, purposeful fashion *What you might see a young infant (0–6 months) do:* Begin with hands tightly fisted and gradually open and move them Grasp what is put in hands Mouth hands Bring hands to midline Consistently use hands for object exploration Put toys in mouth Shake toys while holding	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* PD4 Develop strength, small motor control, and coordination through daily activities. PD5 Touch, grasp, reach and explore people and objects.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.

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PD6 Develop and use eye-hand coordination to perform a variety of tasks PD7 Use and manipulate objects purposefully PD8 Use two hands in a coordinated, purposeful fashion *What you might see a older infant (6–12 months) do:* Transfer objects from one hand to another Control grasp and release of single objects Hold a toy in each hand simultaneously Begin to finger-feed self	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* PD4 Develop strength, small motor control, and coordination through daily activities PD5 Touch, grasp, reach, and explore people and objects PD6 Develop and use eye-hand coordination to perform a variety of tasks PD7 Use and manipulate objects purposefully PD8 Use two hands in a coordinated, purposeful fashion *What you might see a young toddler (12–24 months) do:*	**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.

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Begin to hold cup Begin to pinch thumb and finger Begin to manipulate small objects Begin to turn pages in sturdy board book Fold, crush and change shapes of blankets, paper, and foods Add and empty objects from containers	
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* PD4 Develop strength, small motor control, and coordination through daily activities PD5 Touch, grasp, reach, and explore people and objects PD6 Develop and use eye-hand coordination to perform a variety of tasks PD7 Use and manipulate objects purposefully PD8 Use two hands in a coordinated, purposeful fashion *What you might see a older toddler (24–36 months) do:* Begin to hold writing tools Begin to remove loose clothing and shoes	**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.

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Keep one hand stable and use other to perform tasks Push objects along window sills, carpeted areas, and lined places	
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs PD10 Increase the strength, balance, and coordination of their bodies PD11 Ability to coordinate their bodies to perform increasingly complex movements PD12 Interact with people and environment through movement and body awareness *What you might see a young infant (0–6 months) do:* Move arms and legs randomly Turn head side to side Lift head when on stomach Hold head without bobbing when held Reach up while on back	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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Begin to have control of arm movements Begin to reach for and hold objects Roll back and forth Push up from belly on straight arms	
Older Infant (6-12 Months) *To support ongoing learning and development the child is given an opportunity to:* PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs PD10 Increase the strength, balance, and coordination of their bodies PD11 Ability to coordinate their bodies to perform increasingly complex movements PD12 Interact with people and environment through movement and body awareness *What you might see a older infant (6–12 months) do:* Gradually sit independently Get to hands and knees and rock back and forth Move from one location to another by rolling, crawling on belly, and crawling on hands and knees Pull to standing position	**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.

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Begin to take steps sideways while holding onto something (cruising)	
Young Toddler (12-24 Months) *To support ongoing learning and development the child is given an opportunity to:* PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs PD10 Increase the strength, balance, and coordination of their bodies PD11 Ability to coordinate their bodies to perform increasingly complex movements PD12 Interact with people and environment through movement and body awareness *What you might see a young toddler (12–24 months) do:* Begin to roll and toss objects Walk short distances with both hands held, then with one hand Walk independently Climb into an adult lap, on furniture, up and down stairs, or out of crib Kick balls short distances Begin to run, but may be awkward and have difficulty stopping Squat	**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.

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Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:* PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs PD10 Increase the strength, balance, and coordination of their bodies PD11 Ability to coordinate their bodies to perform increasingly complex movements PD12 Interact with people and environment through movement and body awareness *What you might see a older toddler (24–36 months) do:* Begin to jump Begin to throw objects with aim Begin to put on own shirt, pants, shoes or jacket Move with increased coordination: change direction, stop, hold position Move easily across variety of surfaces, increasing balance Begin to experiment with riding toys, using feet to move forward Walk backward	**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.

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Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	
Young Infant (0-6 Months) *To support ongoing learning and development the child is given an opportunity to:* PD13 Learn about and respect their bodies PD14 Engage in daily physical activity, both indoors and outdoors PD15 Experience and learn about hygiene routines PD16 Experience and learn about healthy lifestyle practices PD17 Learn about and demonstrate safe behaviors and accident prevention *What you might see a young infant (0–6 months) do:* Cry when hungry or uncomfortable Enjoy warm baths Relax when rocked Interact with caregivers when content and secure Explore indoors and outdoors, free of confining equipment Show interest in solid food	**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 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.
Older Infant (6-12 Months)	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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To support ongoing learning and development the child is given an opportunity to: PD13 Learn about and respect their bodies PD14 Engage in daily physical activity, both indoors and outdoors PD15 Experience and learn about hygiene routines PD16 Experience and learn about healthy lifestyle practices PD17 Learn about and demonstrate safe behaviors and accident prevention *What you might see a older infant (6–12 months) do:* Indicate when hungry, full, thirsty, uncomfortable, tired Develop consistent sleep/wake patterns and daily routines Cooperate during care routines: may hold bottle, feed themselves, help wash hands, pull at diapers when wet Spend longer periods of time exploring the environment and playing with favorite toys Bat, grab, drop or shake simple toys: rattles, soft balls, dolls, and cause and effect toys Use solid furniture for pulling up, standing, and cruising Eat a variety of fruits and vegetables	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 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.
Young Toddler (12-24 Months)	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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To support ongoing learning and development the child is given an opportunity to: PD13 Learn about and respect their bodies PD14 Engage in daily physical activity, both indoors and outdoors PD15 Experience and learn about hygiene routines PD16 Experience and learn about healthy lifestyle practices PD17 Learn about and demonstrate safe behaviors and accident prevention *What you might see a young toddler (12–24 months) do:* Cooperate during physical care: dressing, eating, hand washing, bathing, tooth brushing, nose blowing, and diapering Engage in active play: pushing carts, loading wagons, rolling balls, walking, climbing, dancing, riding wheel toys Eat a variety of healthy foods, including fruits and vegetables Show interest in preparing and serving food Interact with others at mealtimes Respond to verbal warnings of danger from trusted adult	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 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. **PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Older Toddler (24-36 Months) *To support ongoing learning and development the child is given an opportunity to:*	**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.**

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PD13 Learn about and respect their bodies PD14 Engage in daily physical activity, both indoors and outdoors PD15 Experience and learn about hygiene routines PD16 Experience and learn about healthy lifestyle practices PD17 Learn about and demonstrate safe behaviors and accident prevention *What you might see a older toddler (24–36 months) do:* Enjoy and initiate active play: dancing, climbing, playing with push or pull toys, crawling through tunnels, throwing balls, running May indicate toilet needs Decide what and how much to eat when offered healthy food choices Prepare for sleep with bedtime comfort items and a familiar routine Begin to initiate appropriate action at signs of danger: offer hand to adult near a parking lot or street	PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. **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 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger.

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Delaware Early Learning Foundations (2010): Preschool	Experience Early Learning Developmental Continuum
Social Emotional Development	
Self-Concept	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SE31 Be with adults who are consistent, responsive, and caring SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment SE33 Participate in activities that are challenging but within their reach SE34 Assume a role in determining how they will learn SE35 Participate in meaningful responsibilities SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging *What you may see children do:* Show pride in achievements Describe self using several basic characteristics (Ex: gender, age, ethnicity, hair color, eye color, etc.)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **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 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 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. **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.

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Show ability to adjust to new situations Use materials in self-directed manner Demonstrate appropriate trust in adults Stand up for rights Make appropriate eye contact Identify likes and dislikes.	
Self-Regulation	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.) SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad) SE40 Express feelings through play and artistic representation SE41 Begin to understand that actions have consequences SE42 Follow simple rules and routines with minimal help SE43 Experience logical and natural consequences SE44 Complete activities that he/she has started	**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 1d.5 Recognizes that feelings can change. **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 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 4a Problem-Solving: Solves problems**

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SE45 Use materials purposefully, safely, and respectfully SE46 Attempt to solve problems in a positive manner *What you may see children do:* Recognize and label feelings in self and others Increasingly express feelings through appropriate gestures, actions, and language Avoid common dangers Demonstrate appropriate use of toys Show some creativity in the use of toys Follow routines Adapt to changes in daily routines Answer questions related to safety Use thinking skills to resolve conflicts Respect and care for environment and materials Demonstrate some self-direction and independence Follow rules Associate emotions with words and facial expressions Stop actions when necessary	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. **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”. SED 4b.4 With adult support, lists choices or solutions before making a decision. **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. **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. **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.

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Social Relationships and Cooperation	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SE47 Develop trust in familiar adults and close peers SE48 Receive guidance, support and directions from a range of familiar adults SE49 Develop and maintain friendships with peers SE50 Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.) SE52 Develop ability to initiate and sustain play with peers SE53 Be a helpful member of a group or household through sharing tasks or chores SE54 Develop turn taking and negotiation skills *What you may see children do:* Play well with other children Recognize feelings of others and respond appropriately Share and respect rights of 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 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 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. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help 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. **SED 2a Self-Regulation: Manages feelings and behavior**

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Work collaboratively toward goals with peers Enjoy interacting with peers as well as with adults Label feelings of peers and respond to them Play group games with other children without constant adult supervision Listen to peers and discuss ideas or observations, including verbalizing solutions to problems Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers Demonstrate ability to take turns in games or using materials Manage emotions during conflicts Assert self in socially acceptable ways	SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Approaches to Learning	
Initiative and Curiosity	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:*	**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.

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AL31 Participate in a variety of tasks and activities using all five senses AL32 Make independent choices during play and throughout the daily routine AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks *What you may see children do:* Independently choose to participate and play in available centers Select new and different materials Volunteer to share new ideas and experiences Initiate movement and play	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **ATL 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. **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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Engagement and Persistence	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:*	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.

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AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences AL36 Begin to develop and follow through with plan for play and other activities AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project *What you may see children do:* Initiate, follow through, and complete activities and projects Assign roles when engaged in dramatic play scenarios Participate in activities that encourage following directions and steps to complete tasks	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **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. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Reasoning and Problem Solving	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences AL40 Demonstrate the ability to sequence events	**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. **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.

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AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems *What you may see children do:* Make predictions of outcomes in stories and answer “What if?” questions Engage in problem solving in variety of developmental areas Describe and explain different ways to solve problems Demonstrate awareness of ways to get help in solving problems	**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. **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.
Language and Literacy	
Receptive Communication	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* LL31 Respond to their names, requests for action, or information LL32 Develop listening, watching, attention, and comprehension skills LL33 Follow two- or three-step directions LL34 Identify particular sounds in the environment through different media LL35 Respond to questions LL36 Increase vocabulary to include prepositions and basic concepts	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

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What you may see children do: Look at or point to objects when named Go to a specific center area and explore a specific item, when asked Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence Act out characters in story read aloud or signed Listen to a story and respond to questions (Ex: “What color was the wagon? What might the farmer be thinking?”) Sit and attend to activity or story	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **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.
Expressive Communication	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal) LL38 Communicate so they will be understood by peers and adults LL39 Play with language such as rhyming LL40 Use language to enter play situation LL41 Participate in turn taking conversations LL42 Dictate a story to an adult	**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 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences.

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LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features LL44 Use volume and tone or ASL facial grammar appropriate to the situation LL45 Respond appropriately to messages in conversation LL46 Express emotions through language LL47 Use language appropriately during play situations *What you may see children do:* Ask to join play group or share materials Make up nonsense words Play with ASL signs and hand shapes Identify objects, people, and actions from pictures Respond to questions Describe what he/she did during the previous day Describe ideas Express feelings, needs, and wants Recall details in a story	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 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.
Emergent Reading	

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Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told LL56 Understand the parts of a book and how it is used LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom LL58 Explore different types of literature such as narrative (story) and informative (non-fiction) LL59 Demonstrate that print represents someone's thoughts and ideas LL60 Interpret pictures LL61 Hear words in a sentence and syllables in words LL62 Know that print is read and pictures are not *What you may see children do:* Open book and flip through pages front to back Identify pictures or objects with same beginning sounds or letters Point to an upper-case letter Name some upper-case letters	**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. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.

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Recognize and say words that begin with same sounds Stomp words in a sentence Clap syllables in 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.
Emergent Writing	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* LL63 Use scribbles, symbols, or drawings to share experiences LL64 Use a variety of writing tools and materials LL65 Trace and copy shapes and letters LL66 Begin to print the letters of their first name LL67 Express self through pretend writing LL68 Write in a variety of formats LL69 Practice writing left to right and top to bottom LL70 Use inventive spelling LL71 Develop strength, dexterity, and control needed to use writing tools and materials LL72 Develop hand-eye coordination required for written communication	**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. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.

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What you may see children do: Write on paper with crayon or pencil Draw pictures to describe experiences Write his/her name Trace letters or shapes Copy letters or shapes Write and/or draw letters or shapes Use pretend writing to make shopping list during dramatic play	
Mathematics	
Number and Operations	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MA31 Develop an awareness of numbers and counting as a means for understanding quantity MA32 Recite numbers in sequence MA33 Recognize numbers MA34 Use one-to-one correspondence when counting MA35 Use language to compare numbers of objects (Ex: more, less, same)	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison**

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MA36 Determine quantity or “how many” MA37 Understand numbers and number concepts as they relate to everyday life MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.) MA39 Understand the concept of how numbers relate to quantity *What you may see children do:* Count blocks in the correct sequence in block area State which child (or object) is first, second, or third Count 6 objects and say, “I have 6” Give each child one napkin or cracker or straw during snack Correctly identify numbers seen in environment	M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 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.
Geometry and Spatial Sense	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes MA41 Put together and take apart increasingly more difficult puzzles	**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 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.

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MA42 Describe how shapes are the same or different (Ex: size, shape, color) MA43 Demonstrate and describe positions of objects *What you may see children do:* Build with blocks and describe structures Recognize and name shapes in their environment Draw shapes to create pictures Put together and take apart puzzles Create designs using pattern blocks Describe shapes in the environment using the words “same” and “different” Use words such as “in,” “on,” and “under” to describe where an object is Sort objects by size, shape, or color	M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. **M 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.
Patterns	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* MA44 Recognize, copy, and extend simple patterns with a variety of materials	**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 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.

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MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color) MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime) MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape) *What you may see children do:* Predict and create what comes next in a pattern made with blocks Notice patterns in stories and music Sort objects by color, shape, size Talk about what comes next in daily schedule	**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. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 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.
Measurement	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature) MA50 Begin to compare and sort according to measurement attributes (length, size, weight) *What you may see children do:*	**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.

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Measure objects such as a carpet using his/her feet, hands, yarn, blocks Measure objects such as a table with a ruler, yardstick, tape measure Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects Fill and empty different size containers with sand and/or water Use smaller containers to fill up larger containers	
Data Analysis	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MA51 Begin to represent data using concrete objects, pictures, and simple graphs MA52 Begin to compare and interpret data collected *What you may see children do:* Participate in recording specific information about self (Ex: favorite color, ice cream or other topic of interest) Display information collected on simple graph (Ex: collect leaves, sort leaves by color on graph or pie chart) Engage in task that involves collecting information and creating strategy to show the data (Ex: ask group of children their favorite color, graphing responses – 5 like orange, 3 like purple, etc.)	**M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.

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Participate in group task that involves children identifying which graph represents “more” or “less” or “the same” Make inferences from graphic examples (Ex: “Nobody likes broccoli and a lot of us like carrots.”)	
Science	
Sensory Awareness	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* SC31 Use senses in purposeful ways to gather information and explore the environment SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense *What you may see children do:* Use senses to explore how things in the environment look, feel, sound, taste, and smell Describe what he/she sees, feels, hears, tastes, or smells Compare and contrast features of different objects; describe which senses are used (Ex: shell is rough, pickle is sour, kiwi is green inside)	**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 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
Scientific Exploration	

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Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SC33 Express their curiosity and investigate questions of interest through play and exploration SC34 Use materials and tools appropriate for problem solving and exploration *What you may see children do:* Look at, feel, and describe a variety of objects (Ex: shells, pebbles, smooth sea glass, and egg cases from the beach) Use tools such as shovels, rakes, spoons, measuring cups for dirt or sand Explore objects that attract and repel magnets Use magnifiers to carefully observe details of insects, leaves, shells, and other small objects Explore funnels, sieves, and tubing during water and sand play	**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. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.
Scientific Inquiry	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SC35 Ask scientific 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.

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SC36 Investigate and explore their questions using observations and previous experience to make predictions SC37 Provide their own explanations for “how” and “why” things happen SC38 Use data from an investigation or exploration to draw conclusions and communicate results *What you may see children do:* Ask “how” or “why” an event or phenomenon occurred Observe and describe changes that happen to materials in the environment (Ex: when food coloring is added to liquids, water is added to dirt, or apples are cooked to become applesauce) Make predictions about the color change when a new food color is added to a substance, about changes that occur when water is added to sand or dirt, or how heat changes foods during cooking Describe changes that occur and communicate an understanding of results verbally and/or through drawing	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.
Scientific Knowledge – Living Things	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* SC39 Observe, describe, and discuss the natural world of people, animals and plants	**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. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

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SC40 Recognize categories of people, plants, and animals; describe similarities and differences among them SC41 Recognize people, plants and animals grow and change over time and need certain things to survive SC42 Demonstrate respect for living things *What you may see children do:* Share observations about living things Distinguish farm animals from wild animals or desert plants from forest plants Identify adult animals and their offspring Handle animals and plants gently and approach carefully Recognize pet's need for food and water or plant's need for water and sun	SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
Scientific Knowledge – Non-Living Things	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made SC44 Recognize categories of non-living things and describe similarities and differences among them SC45 Explore objects, machines, technology and structures	**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. **SCI 3a Physical Science: Explores forces and motion**

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SC46 Experiment with effects of their own actions on objects *What you may see children do:* Share observations about non-living things such as rocks are hard, ice is cold Sort objects by properties such as heavy vs. light, cold vs. hot Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers Observe how their actions create change: switches turn lights on and off, changing the height of ramps effects how fast objects roll or slide, placing a large heavy block on a tower of small ones causes a collapse	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 4 Technology: Uses tools and technology to perform tasks** SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Scientific Knowledge – Earth and Sky	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SC47 Observe, describe, and discuss changes in the seasons and the weather SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water) SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky *What you may see children do:*	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. **SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.

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Observe that it is raining or note that trees are turning colors in the fall Mix dirt and water to make mud; describe how sand and dirt feel different; discuss how oceans are different from ponds Observe stars and moon can be seen best at night and that the sun goes down as it becomes night; notice that the moon isn't always the same shape	
Scientific Knowledge – Environment	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* SC50 Explore how the environment is affected by what people do SC51 Describe and engage in activities that preserve the environment *What you may see children do:* Observe trash or litter where it does not belong and suggest picking it up Pick up trash on playground; use both sides of paper; turn off water when brushing teeth; use recycling bins	**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.
My Family, My Community, My World	
My Family and My Community Culture	
Preschool	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.

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To support children's preparation for kindergarten families and programs will provide children the opportunity to: MM31 Understand the concept of belonging to a family MM32 Begin to develop an awareness of their family's culture MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing) MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community) *What you may see children do:* Draw family picture Communicate information about family and events Pretend to build structures to represent different types of homes during block play Pretend to make various types of food during dramatic play Respond to similarities or differences of others in a respectful way Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language) Talk about his/her friends	SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **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 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.

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Past, Present and Future History	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MM36 Develop emerging concept of time through daily schedule and routines MM37 Share their personal history including people, places, and events that take place in the past and the present MM38 Talk about events that may happen in the near future MM39 Begin to understand that things, people, and places change over time *What you may see children do:* Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap) Convey information about personal history and/or family heritage from birth to present Talk about current events in his/her family and community Recall information about past events Make predictions about future events (Ex: what will happen next) Sequence events in order that they occurred	**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. SS 4.6 Retells historical, fictional or past events or stories. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Places and Spaces – Geography	

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Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MM40 Be familiar with information about where they live, including their address MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right) MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite) MM43 Develop an awareness of the natural environment surrounding them outdoors MM44 Begin to understand the relationship between humans and the natural environment *What you may see children do:* Name street address Name city and state in which he/she lives Describe directionality and location (Ex: up, down, inside, outside, left, right) Describe some features of environment in which he/she lives (Ex: house, apartment) Describe features of earth (Ex: rocks, soil, air)	**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 3b Geography: Interacts with maps** SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location. **M 2b Spatial Awareness: Determines object location** M 2b.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. **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.

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Explore natural resources (Ex: rocks, soil, plants, etc.) Place trash in trash can rather than littering indoor or outdoor environment Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials Use blocks, clay, and other materials to represent the natural environment	
Working Together – Government and Communities	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs MM46 With support begin to develop problem solving skills MM47 Help to create rules MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other MM49 Perform simple tasks within the home, early childhood group, or community MM50 Participate in group decision making *What you may see children do:*	**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 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. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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Pretend to be different community helpers in the dramatic play center (dress up) Help set table before snack Assist another child, clean up toys Help to develop classroom/early childhood group rules With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands) Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf)	
Money and Resources – Economics	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* MM51 Explore the concept of money, including what it is and how it is used MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services MM53 Begin to understand how people make and consume goods and services MM54 Begin to understand wants versus basic necessities	**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.

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What you may see children do: Use pretend money in dramatic play area to buy pretend food Trade toys while playing Discuss where things come from (Ex: milk comes from the grocery store; the grocery store gets the milk from the cow that lives on the farm)	
Creative Expression	
Music	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos CE32 Initiate and recall patterns, songs, rhythms, and rhymes CE33 Be exposed to music from other cultures CE34 Sing a variety of simple songs in various keys *What you may see children do:* Play rhythm instruments Listen to variety of CDs, include CDs from other cultures Compose and recite rhymes	**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 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns. **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.

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Clap, stomp, snap in patterns or to rhythm of music Sing and move to “If You’re Happy and You Know It”	
Movement and Dance	
Preschool *To support children’s preparation for kindergarten families and programs will provide children the opportunity to:* CE35 Express through movement what is felt and heard in various rhythmic patterns CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities CE38 Experience and use movement to reinforce learning in other curricular areas *What you may see children do:* Use rhythm sticks and rhythm instruments Dance to CDs with music from variety of cultures Clap, stomp, and sway to music Clap syllables for his/her name	**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 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 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. **CA 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.
Visual Arts	
Preschool	**CA 3a Visual Arts: Expresses through 2D and 3D visual art**

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To support children's preparation for kindergarten families and programs will provide children the opportunity to: CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media CE41 Share experiences, ideas, and thoughts about artistic creations CE42 Use a variety of art materials and activities for sensory experiences CE43 Express interest in and show respect for the creative work of others CE44 Express experiences and feelings through a variety of artistic processes and creations *What you may see children do:* Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners) View examples of classic works of art Respond to prompts (Ex: "How does this picture make you feel?")	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 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.
Dramatic Play	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:*	**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.

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CE45 Represent fantasy and real-life experiences through pretend play CE46 Show imagination and creativity in play CE47 Participate in adult-guided dramatic activities CE48 Engage in cooperative pretend play with another child *What you may see children do:* Take restaurant orders Converse with other adults and children Engage in pretend play by acting out stories or real-life scenarios Dress-up and engage in imaginative play	CA 4a.6 With cues, performs a simple pre-planned drama. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.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.
Physical Development and Health	
Fine Motor	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* PD31 Develop strength, small-motor control, and coordination through daily activities PD32 Develop and use eye-hand coordination to perform a variety of tasks PD33 Explore and experiment with a variety of tools	**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.

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What you may see children do: Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping Building with blocks, putting together puzzles, making collages, stinging beads, reproducing shapes and patterns, using scissors and developing dressing skills (Ex: buttons, snaps, zippers, buckles) Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse	
Gross Motor	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction PD36 Develop the ability to coordinate increasingly complex movements *What you may see children do:* Walking, climbing, running, jumping, hopping, galloping, pedaling, skipping, marching, and lying on stomach while doing fine-motor activities	**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.

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Moving smoothly between different surfaces, such as moving from carpet to tile or concrete to grass on playground; navigating obstacle courses; playing freeze tag or follow the leader Navigate person space with peers Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings	
Health Awareness and Practice	
Preschool *To support children's preparation for kindergarten families and programs will provide children the opportunity to:* PD37 Expand knowledge and respect for their bodies PD38 Engage in daily physical activity, both indoors and outdoors PD39 Learn about and practice health and hygiene routines PD40 Experience and learn about healthy lifestyle practices PD41 Learn about and demonstrate safe behaviors and accident prevention *What you may see children do:* Play simple games like "Head, Shoulders, Knees and Toes," listen to body signals of fullness and hunger in order to choose how much to eat, care for his/her body in daily routines, and learn about body parts, systems, and functions	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 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 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.

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Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows Choosing fruits and vegetables, engaging in physical activities to builds strong and healthy bodies, identifying the purpose of advertising, and beginning to cooperate with limited screen time and rest time Wash hands before eating and after using the toilet; stay safe distance from swings; be aware of traffic when crossing streets and in parking lots; know when and how to call 911; grow increasingly aware of potential risks and ways to keep self and others safe	PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.

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Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler	Preschool		Primary		
Skill / Skill Code	**Sub-skill / Definition**	**Benchmark 1**	**Benchmark 2**	**Benchmark 3**	**Benchmark 4**	**Benchmark 5**	**Benchmark 6**	**Benchmark 7**	**Benchmark 8**
Social & Emotional Development									
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	Notices, 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. May still need adult prompting on occasion.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	**SED 4a Solves problems**	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.

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

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

Mathematics

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

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

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

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