



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Hawai'i Early Learning and
Development Standards**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Hawai'i Early Learning and Development Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

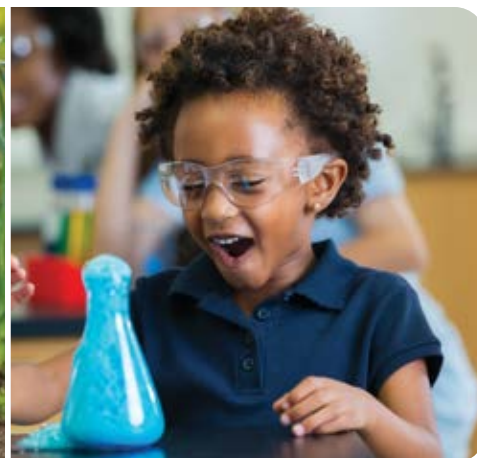
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

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



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



Domain 1: Physical Well-Being, Health, and Motor Development	
Motor Development	
Gross Motor Skills	
Birth-12 months Experiment with different ways of moving (e.g. rolls over, crawls, begins to use arms and legs purposefully) (PHM.12.a) Reach for objects (PHM/GK.12.e) Balance while exploring immediate environment (e.g. sits while propped up) (PHM.12.c)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
12-24 months Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a) Experiment with different ways of balancing (e.g. squats to pick up toys, kneels when playing) (PHM.24.b)	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.
24-36 months Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a) Sustain balance during simple movement experiences (e.g. jumps off step, landing on two feet; jumps over small objects) (PHM.36.b)	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.
36-48 months	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a) Throw/kick ball with flexible body movements (PHM.48.b) Continue to sustain balance during simple movement experiences (PHM.48.c)	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.
48 months-KE Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a) Throw/kick/catch ball with a full range of motion and control (PHM.KE.b) Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.1) Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.2) Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over). (PE.K-2.2.1)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
Fine Motor Skills	
Birth-12 months	PD 2 Fine Motor: Builds strength and coordination of small movements

Reach for and hold objects purposefully (PHM.12.d)	PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.
12-24 months Hold an object in one hand and manipulate with the other hand (PHM.24.c) Grasp objects and pick up objects with thumb and forefingers (PHM.24.d)	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.
24-36 months Twist the wrist to accomplish a task (PHM.36.c) Refine grasp to manipulate tools and objects (PHM.36.d)	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.
36-48 months Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d) Hold writing/drawing tools with a three-point finger grip (PHM.48.f)	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.
48 months-KE Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d) Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	PD 2 Fine Motor: Builds strength and coordination of small movements

Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups. (PE.K-2.1.3)	PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self. PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.
Physical Development	
Physical Exercise	
Birth-12 months Show alertness during waking periods (PHM.12.b)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
12-24 months Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	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.
24-36 months Participate in a variety of physical exercise (PHM.36-48.e)	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.
36-48 months Participate in a variety of physical exercise (PHM.36-48.e)	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.
48 months-KE	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. “I feel tired”, feels increase in heart rate) (PHM.KE.f) Name a social or emotional benefit of participating in physical activities (PHM.KE.h) Participate in physical activities (PHM.KE.i)	PD 1.6 Changes direction and speed of movement.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify physiological indicators that accompany moderate to vigorous physical activities. (PE.K-2.4.1) Explain the benefits associated with exercise. (HE.K-2.1.2) Describe the social and emotional benefits of participating in physical activities. (PE.K-2.3.2) Participate regularly in physical activities. (PE.K-2.3.1)	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.6 Changes direction and speed of movement. PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary. PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.8 Explains how to manage health and role of exercise and rest in self and others.
Health and Personal Care	
Daily Living Skills	
Birth-12 months Show preference for specific adults (PHM/SE.12.f) Notice when parent or primary caregiver leaves (PHM/SE.12.g)	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. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

12-24 months Seek out familiar adult when facing a challenging situation (PHM/SE.24.f) Change focus and listen when adult is speaking (PHM/SE.24.g) Recognize basic health care workers in books, pictures, or photographs (PHM.24.h) With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
24-36 months Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f) Recognize basic health care workers in books, pictures, photographs, and in person (PHM.36.g) Attempt hygiene routines independently (PHM.36.h)	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. 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.
36-48 months Ask for help when hurt (PHM.48-KE.g) Name one person in the school or community who provides health support for others (PHM.48.h) Attend to personal health needs and ask for assistance when needed (PHM.48.i) Identify personal hygiene needs (e.g. “I need to go potty.”) (PHM.48.k)	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. 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.

With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.l)	
48 months-KE Ask for help when hurt (PHM.48-KE.g) Name people in the school or community who provide health support for others (PHM.KE.j) Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k) Identify and attend to personal hygiene needs (PHM.KE.l) With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help. 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Explain when and who to ask for help in making health-related decisions and setting goals. (HE.K-2.6.1) Name people in the school and community who provide health support for others. (HE.K-2.2.1) Describe the benefits associated with personal cleanliness. (HE.K-2.1.7) Describe how individuals can promote and protect their own health. (HE.K-2.1.5) Describe ways to help others promote and protect their own health. (HE.K-2.7.1)	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 4a.7 Independently maintains personal and hygiene needs. PD 4a.8 Explains how to manage health and role of exercise and rest in self and others. PD 4b Personal Care: Understands bodily functions PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

Name a personal health goal and describe a plan to achieve it. (HE.K-2.6.2) Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors. (HE.K-2.4.1) Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses. (HE.K-2.1.8)	SED 3a.7 Describes characteristics of trusted adults and seeks help when needed. SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Nutrition	
Birth-12 months EMERGING	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
12-24 months EMERGING	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.
24-36 months Select from healthy food choices (PHM.36.i)	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.
36-48 months Identify healthy food choices (PHM.48.m)	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
48 months-KE Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	PD 5 Nutrition: Follows healthy nutrition routines.

Describe the benefits associated with a healthy diet. (HE.K-2.1.3)	PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
Safe Practices	
Birth-12 months EMERGING	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
12-24 months Cooperate with basic safety practices (PHM/GK.24.j)	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24-36 months Use basic safety practices (PHM/GK.36-48.j)	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
36-48 months Use basic safety practices (PHM/GK.36-48.j) Identify helpful and harmful substances (PHM.48.o)	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.
48 months-KE Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o) Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe barriers and situations that are safe, risky, or harmful to self and others. (HE.K-2.1.4)	PD 3 Safety: Demonstrates safe practices PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.

Describe helpful and harmful substances and their proper use. (HE.K-2.1.6)	
Rules and Regulations	
Birth-12 months EMERGING	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment.
12-24 months Cooperate with basic safety practices (PHM/GK.24.j)	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
24-36 months Use basic safety practices (PHM/GK.36-48.j)	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
36-48 months With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	PD 3 Safety: Demonstrates safe practices 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.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
48 months-KE	PD 3 Safety: Demonstrates safe practices

Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	PD 3.5 Describes reasons for safety rules and reminds others to follow them. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify basic rules for safe participation in physical activities. (PE.K-2.2.2)	PD 3 Safety: Demonstrates safe practices PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Domain 2: Social and Emotional Development	
Social Development	
Interactions with Adults	
Birth-12 months Show preference for specific adults (PHM/SE.12.f) Notice when parent or primary caregiver leaves (PHM/SE.12.g)	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
12-24 months Seek out familiar adult when facing a challenging situation (PHM/SE.24.f) Change focus and listen when adult is speaking (PHM/SE.24.g)	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
24-36 months	SED 3a Social relationships: Develops relationships with adults

Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	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.
36-48 months With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
48 months-KE Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use greetings, leave-takings, and simple courtesy expressions. (WL.IE.K.1.1)	SED 3a Social relationships: Develops relationships with adults SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. LLD 2b Communication: Uses conversational skills LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
Interactions with Peers	
Birth-12 months Make sounds when other children are in view (SE.12.c) Reach out to touch peer (e.g. face, hair, hand) (SE.12.d)	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.

Smile at another infant or at self in mirror (SE.12.e) Repeat actions many times to cause a desired effect (SE.12.a) React when someone is crying or upset (SE.12.b)	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
12-24 months Imitate actions of other children (SE.24.a) Respond appropriately to others' expressions of wants (SE.24.b) Experiment with effects of own actions on objects and people (SE.24.c)	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.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.
24-36 months Play near other children and use similar materials or actions (SE.36.a) Interact with other children during play (SE.36.b) Demonstrate concerns about the feelings of others (SE.36.c)	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
36-48 months Initiate interactions with other children or interact when other children initiate (SE.48.b)	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.

Participate in small- and large-group activities (SE.48.c) Make and maintain a friendship with at least one child (SE.48.d) At times, recognize and name the feeling of self and others (SE.48.e)	SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.
48 months-KE Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b) Use turn-taking in conversations and in play (SE.KE.c) Share materials, toys, and ideas during play (SE.KE.d) Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	SED 3b Social relationships: Develops relationships with peers SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3c Social relationships: Participates cooperatively in groups SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use effective verbal and nonverbal communication. (HE.K-2.5.1) Participate cooperatively and appropriately with others to achieve shared goals. (KGLO #2.1)	SED 3b Social relationships: Develops relationships with peers SED 3b.6 Describes personal friendships and meaningful relationships. SED 3b.7 Describes characteristics of positive friendships and how to build positive relationships.

Show respect and recognize the feeling of others. (KGLO #2.2) Describe how to be a good friend and responsible family member. (HE.K-2.5.4)	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why. SED 3d.7 Seeks to understand and support others' feelings. SED 3d.8 Demonstrates respect for others who have differing feelings and needs. Shows empathy to others. 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 3c.7 Fulfills personal roles and responsibilities when working in a group.
Adaptive Social Behavior	
Birth-12 months Respond to changes in adult's voice or tone (SE.12.h)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.
12-24 months Understand one word rules, such as "no" or "stop" (SE.24.d) Assert ownership (e.g. by saying "mine") (SE.24.e)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
24-36 months With adult assistance, follow rules (SE.36.d)	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.

36-48 months Follow routines and social rules in a group setting most of the time (SE.48.f)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
48 months-KE Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Follow school and classroom rules. (KGLO #2.3) Use school materials/tools properly. (KGLO #6.1)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Emotional Development	
Self-efficacy	
Birth-12 months Behave in consistent ways to elicit desired response (SE.12.i)	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
12-24 months Begin to demonstrate the need to complete tasks on his/her own (SE.24.h)	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.

24-36 months Demonstrate confidence in meeting own needs (SE.36.e)	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
36-48 months Demonstrate confidence in own abilities (SE.48.g)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
48 months-KE Show satisfaction in accomplishments (SE.KE.g) Follow routines for care of own belongings and school supplies (SE.KE.h)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Set goals. (KGLO #1.4) Organize workplace and materials. (KGLO #1.2)	ATL 1b Attention & Persistence: Persists ATL 1b.7 With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.
Self-control and Regulation	
Birth-12 months With adult assistance, begin to regulate emotions (SE.12.j) Comfort self when tired or stressed (SE.12.k)	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.
12-24 months Begin to express likes and dislikes (SE.24.i) Begin to develop strategies to manage expression of feelings (SE.24.j)	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 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
24-36 months Begin to regulate emotions (SE.36.f)	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.
36-48 months Regulate own emotions and behavior most of the time (SE.48.h)	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
48 months-KE Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe personal stressors and ways to deal with stressful situations. (HE.K-2.3.1)	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors. SED 2a.7 Describes strategies to calm oneself in new or stressful situations.
Emotional Expression	
Birth-12 months Express emotion related to basic needs (e.g. cries when distressed, laughs when happy, shakes head “no” when presented with something he/she does not like) (SE.12.l)	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
12-24 months Express emotion related to a problem or conflict (SE.24.k) Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l)	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.

24-36 months Begin to label feelings (SE.36.g)	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.
36-48 months Regulate own emotions and behavior most of the time (SE.48.h)	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
48 months-KE Express emotions through socially appropriate actions and words (SE.KE.j) Communicate personal experiences or interests (SE.KE.k) Recognize and describe own feelings (SE.KE.l)	SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe appropriate ways to express feelings. (HE.K-2.1.1)	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
Domain 3: Approaches to Learning	
Learning Approaches	
Initiative and Creativity	
Birth-12 months Use senses to explore the immediate environment (AL/LA.12.a)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

12-24 months Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) Show interest in new activities and experiences (AL/LA.24.g)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
24-36 months Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) With adult assistance, try new activities or experiences (AL/LA.36.b)	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. 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.
36-48 months Try new activities and experiences independently (AL/LA.48.a)	SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
48 months-KE Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Work independently and ask for help when needed. (KGLO #1.1)	SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

	SED 3a.7 Describes characteristics of trusted adults and seeks help when needed.
Persistence and Attentiveness	
Birth-12 months Pay attention and try to reproduce desired effects and outcomes (AL.12.b) Pay attention to sights and sounds (AL.12-24.c)	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.
12-24 months Repeat difficult tasks or activities many times to achieve mastery (AL.24.b) Pay attention to sights and sounds (AL.12-24.c)	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to.
24-36 months Show confidence and pleasure in the completion of a task or activity (AL.36.c) Begin to show persistence in a variety of tasks (AL.36.d)	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
36-48 months Plan and pursue a variety of challenging tasks (AL.48-KE.b)	ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.

With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
48 months-KE Plan and pursue a variety of challenging tasks (AL.48-KE.b) Sustain work on age-appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)	ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently. ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Strive to complete work neatly and correctly. (KGLO #4.1) Set and strive toward learning goals. (KGLO #4.2) Make productive use of class time. (KGLO #1.3)	ATL 1b Attention & Persistence: Persists ATL 1b.6 Persists on a challenging activity independently. ATL 1b.7 With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence. ATL 1b.8 Plans steps to pursue an idea and implements it with persistence independently. ATL 1a Attention & Persistence: Attends ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions. ATL 1a.7 Sustains focus for at least thirty minutes, even if there are distractions.
Problem Solving	
Birth-12 months React to a problem (AL/LA.12.d)	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
12-24 months	SED 4a Problem-Solving: Solves problems

Use single object in different ways (AL/LA.24.d)	SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
24-36 months Use materials in new ways to accomplish task (AL/LA.36.e)	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
36-48 months Solve problems without having to try every possibility (AL/LA.48.d)	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
48 months-KE Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Solve problems in different ways. (KGLO #3.3) Make good choices. (KGLO #2.4)	SED 4a Problem-Solving: Solves problems SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. SED 4b Problem-Solving: Responsible decision-making SED 4b.6 Considers others' feelings when making decisions. SED 4b.8 Demonstrates responsible decision-making by applying past experiences to new situations. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present.

Reflection and Interpretation	
Birth-12 months Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
12-24 months Prefer routines and activities that mirror home routines (AL/LA.24.e) Relate objects and people to events (AL/LA.24.f)	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
24-36 months Recognize specific activities that are home or school functions (AL/LA.36.f) With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	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. 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.
36-48 months Retell experiences in order, providing details (AL/LA.48-KE.e) Recall past experiences in new situations (AL/LA.48.f)	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.
48 months-KE Retell experiences in order, providing details (AL/LA.48-KE.e) Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories. SED 4a Problem-Solving: Solves problems

	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use prior knowledge and experiences to solve problems. (KGLO #3.1) Explain answers and make adjustments. (KGLO #3.2)	SED 4a Problem-Solving: Solves problems SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. SED 4a.7 Explains the sequence of their problem solving strategy. SED 4a.8 Solves problems by connecting personal experiences to possible solutions.
Effective and Ethical Use of Technology	
Birth-12 months EMERGING	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.
12-24 months EMERGING	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.
24-36 months Engage in tactile experiences, creating letters and other forms (AL/LA.36.h)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.
36-48 months With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g) Create letters and other forms using various materials (AL/LA.48.h)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
48 months-KE With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	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.

Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	
Identify technology that can be used to gain information (AL.KE.i)	
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use various technologies to find information. (KGLO #6.2) Use various technologies to create new products. (KGLO #6.3) Explain how technology is used every day. (KGLO #6.4) Use technology in a responsible manner. (KGLO #6.5)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. SCI 4.7 Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.
Domain 4: Cognition and General Knowledge	
Mathematics and Numeracy	
Number Sense	
Birth-12 months EMERGING	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants.
12-24 months Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b) Begin to use number concepts (e.g. "I want more.") (GK.24.c) Demonstrate an awareness of simple patterns (GK.24.d)	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment.
24-36 months Verbally count to 5 (GK.36.b)	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five.

Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c) Recognize and name few numerals (GK.36.d) Recognize simple patterns (GK.36.e)	M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.
36-48 months Verbally count to 10 (GK.48.a) Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b) Recognize and name written numerals to 5 (GK.48.c) Demonstrate an understanding of one-to-one correspondence (GK.48.d) Recognize and name the number of items in a small set, up to 5 objects (GK.48.e) Recognize and duplicate simple patterns (GK.48.f)	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 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 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 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.
48 months-KE Verbally count to 20 by ones (GK.KE.a)	M 1a Number Sense: Verbally counts numbers M 1a.5 Verbally counts to twenty. M 1b Number Sense: Identifies and writes numerals

Demonstrate ability to count in sequence (GK.KE.b) Recognize and name written numerals to 10 (GK.KE.c) Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d) Count as many as 7 things in a scattered configuration with no errors (GK.KE.e) Recognize, create, and repeat simple patterns (GK.KE.f)	M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Count to 100 by ones and by tens. (K.CC.A.1) Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.A.2) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3) Compare two numbers between 1 and 10 presented as written numerals. (K.CC.C.7) Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.B.4) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.B.4.A)	M 1a Number Sense: Verbally counts numbers M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number. M 1b Number Sense: Identifies and writes numerals M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. M 1d Number Sense: Number quantities and comparison M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (K.CC.B.4.B) Understand that each successive number name refers to a quantity that is one larger. (K.CC.B.4.C) Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.B.5) Common Core State Standards does not require reporting the progress of this topic for kindergarten.	
Operations	
Birth-12 months EMERGING	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
12-24 months Begin to use number concepts (e.g. "I want more.") (GK.24.c)	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.
24-36 months Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.
36-48 months	M 1e Number Sense: Addition and subtraction

Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
48 months-KE Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g) Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	M 1e Number Sense: Addition and subtraction M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies, include groups with up to 10 objects. (K.CC.C.6) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2)	M 1e Number Sense: Addition and subtraction M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten. M 1b Number Sense: Identifies and writes numerals M 1b.7 Identifies numerals to 100 and understands place value for two- to three-digit numbers. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting. M 1c.7 Identifies the number combinations that add up to five.

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K.OA.A.3) For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.A.4) Fluently add and subtract within 5. (K.OA.A.5) Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1)	M 1c.8 Decomposes numbers less than or equal to ten in more than one way. M 1d Number Sense: Number quantities and comparison M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
Measurement and Data	
Birth-12 months EMERGING	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
12-24 months Make simple comparison between two objects (GK.24.e) Show an interest in matching and sorting according to color, size, or shape (GK.24.f)	M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.

24-36 months Identify characteristics for comparison (e.g. size, color, shape) (GK.36.f) With adult assistance, order a few objects by size (GK.36.g) Match and sort according to one attribute, such as color, size, or shape (GK.36.h)	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.
36-48 months Understand the purpose of standard measuring tools (GK.48.g) Order objects according to one attribute of length, weight, capacity, or area (GK.48.h) Sort objects into subgroups by one or two attributes (GK.48.i)	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 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 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.
48 months-KE Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.

Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i) Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	M 6 Classification: Sorts and graphs 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. M 4b Measurement: Compares and orders M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.A.2) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10). (K.MD.B.3)	M 4a Measurement: Measures and estimates M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 6 Classification: Sorts and graphs M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. M 6.7 Gathers, represents and answers questions about objects or data in three categories.
Geometry	
Birth-12 months EMERGING	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down.

	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.
12-24 months Move body in different directions, such as up, down, around, or under (GK.24.g) Recognize basic shapes in the environment (GK.24.h) With adult assistance, explore the ways that shapes and objects fit together (GK.24.j)	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
24-36 months Imitate basic directionality with adults and peers (GK.36.i) Match two identical shapes (GK.36.k) Explore the ways that shapes and objects fit together (GK.36.l)	M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 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.
36-48 months	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.

Follow basic directionality with adults and peers (GK.48.j) Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k) With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)	M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 2b Spatial Awareness: Determines object location M 2b.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 2a Spatial Awareness: Understands how objects move in space. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.
48 months-KE Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k) Recognize and name common shapes, their parts and attributes (GK.KE.l) Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)	M 3 Shapes: Identifies shapes and their characteristics M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 2b Spatial Awareness: Determines object location M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object. M 2a Spatial Awareness: Understands how objects move in space. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)	M 3 Shapes: Identifies shapes and their characteristics M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.

Correctly name shapes regardless of their orientations or overall size. (K.G.2) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.A.3) Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.B.4) Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5) Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?" (K.G.B.6)	M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object. M 2a Spatial Awareness: Understands how objects move in space. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. M 2a.7 Creates complex pictures or objects by putting together or taking apart shapes.
Science	
Scientific and Engineering Practices	
Birth-12 months Place objects in mouth to discover their characteristics (GK.12.a)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
12-24 months Use the senses as tools with which to observe (GK.24.k) Ask questions without seeking answers (GK.24.l)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
24-36 months Use the senses as tools with which to observe and describe (GK.36.m) Ask questions and may seek answers (GK.36.n)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
36-48 months Use the senses as tools with which to observe, describe, and classify (GK.48.m) With adult assistance, discuss changes in materials or objects observed (GK.48.o) Ask questions and seek answers about the world around them (GK.48.p)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
48 months-KE Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1a Investigation & Inquiry: Asks questions and makes predictions.

Make predictions about changes in materials or objects based on past experience (GK.KE.o) With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)	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 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use the senses to make observations. (SC.K.1.1) Collect data about living and non-living things. (SC.K.1.3) Ask questions about the world around them. (SC.K.1.2)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SCI 1b.7 Records findings in charts or diagrams and explains one's problem-solving strategy. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Physical Science	
Birth-12 months Place objects in mouth to discover their characteristics (GK.12.a)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.
12-24 months Explore the characteristics of objects (GK.24.m) Move objects in more than one way (GK.24.n)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3a Physical Science: Explores forces and motion

	SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
24-36 months Identify differences in the properties of some objects or materials (GK.36.o) Use words to describe when moving objects in different ways (GK.36.p)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals or people move.
36-48 months Make comparisons among objects that have been observed (GK.48.q) With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3a Physical Science: Explores forces and motion SCI 3a.4 Explains how vehicles, animals or people move. SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.
48 months-KE Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r) Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3a Physical Science: Explores forces and motion SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.

End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Classify objects by their attributes (e.g., physical properties, materials of which they are made). (SC.K.6.1) Identify that objects will fall to the ground unless something is holding them up. (SC.K.7.1)	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.6 Classifies and sorts materials by a variety of physical properties. SCI 3a Physical Science: Explores forces and motion SCI 3a.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.
Life Sciences	
Birth-12 months Show interest in the natural world (GK.12.b) Recognize self and family members (GK.12.c)	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
12-24 months Differentiate between animal and plant (GK.24.o) Distinguish between adult and baby (GK.24.p)	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
24-36 months Begin to understand the difference between living and non-living things (GK.36.q) Identify adults and their offspring (GK.36.r) Name some common animals and their babies (GK.36.s)	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.
36-48 months	SCI 2a Natural & Earth Science: Understands living and nonliving things

Identify the physical properties of some living and non-living things (GK.48.s) Notice similarities and differences between animals and their offspring (GK.48.t)	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.
48 months-KE Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t) Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u) Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify differences between living and non-living things. (SC.K.4.1) Identify similarities and differences between plants and animals. (SC.K.3.1) Identify ways in which some offspring are very much like their parents, although not exactly. (SC.K.5.1)	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
Earth's Place in the Universe	
Birth-12 months EMERGING	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.
12-24 months Observe weather conditions (GK.24.q)	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment

Differentiate between night and day (GK.24.r) Point to or label sky, sun, cloud, star, moon (GK.24.s)	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.
24-36 months Notice weather change (GK.36.t) Identify the sky's different characteristics during night and day (GK.36.u) Notice differences in cloud patterns (GK.36.v)	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.
36-48 months Identify the characteristics of weather based on first-hand observations using related vocabulary (GK.48.u) Describe the effects of the sun or sunlight (GK.48.v)	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
48 months-KE Describe and anticipate weather changes (GK.KE.w) Name any celestial object seen in the day or night sky (GK.KE.x)	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. SCI 2b.5 Identifies current season and explains how weather affects personal life.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Report and describe weather changes from day to day and over the seasons. (SC.K.8.1) Identify different types of celestial objects seen in the day and night sky. (SC.K.8.2)	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.5 Identifies current season and explains how weather affects personal life. SCI 2b.7 Explains weather patterns and the basic properties and role of the sun, moon and earth.

Engineering, Technology, and Applications of Science	
Birth-12 months Place objects in mouth to discover their characteristics (GK.12.a)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.
12-24 months Explore the characteristics of objects (GK.24.m)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
24-36 months Use simple tools to continue exploration (GK.36.w)	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.
36-48 months Identify and use simple tools to extend observations (GK.48.w)	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.
48 months-KE With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify different types of technologies at home, in the classroom, and/or in the world. (SC.K.2.1)	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
Social Studies	
History	
Birth-12 months	SS 4 History & Sense of Time: Develops sense of time

EMERGING	SS 4.1 Focuses on interactions with others for a short time.
12-24 months Respond to changes in routines or schedule (GK.24.t)	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
24-36 months State periods of day when events occur (GK.36.x)	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.
36-48 months Discuss and identify the order of daily routines (GK.48.x) Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)	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. 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.
48 months-KE Recognize calendars and simple timelines (GK.KE.z)	SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Explain change and continuity over time, using calendars and simple timelines. (SS.K.1.1)	SS 4 History & Sense of Time: Develops sense of time SS 4.6 Retells historical, fictional or past events or stories. SS 4.7 Compares and contrasts current and historical conditions of familiar environments.

Describe historically significant events and observances in American history. (SS.K.3.1)	
Geography	
Birth-12 months Move to explore environment (e.g. rolls over, crawls, begins to use arms and legs purposefully) (GK.12.d) Reach for objects (PHM/GK.12.e)	SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.
12-24 months Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a)	SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places.
24-36 months Follow a pathway or roadway on a large car mat (GK.36.y) Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3b.3 Follows a path.
36-48 months Construct a roadway or path out of blocks or other building materials (GK.48.z) Respond appropriately to moving body in directional ways (GK.48.aa)	SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.
48 months-KE	SS 3b Geography: Interacts with maps

Construct and describe simple maps of the classroom or home (GK.KE.aa) Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, and cities). (SS.K.7.1) Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions). (SS.K.7.2)	SS 3b Geography: Interacts with maps SS 3b.6 Recreates a map of something they cannot immediately see. SS 3b.7 Locates familiar places on maps. Uses cardinal directions to follow and give directions. SS 3a Geography: Identifies types of places SS 3a.7 Identifies and describes various types of landforms and natural resources. M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object.
Economics	
Birth-12 months Make basic needs known (e.g. cries when hungry) (GK.12.f)	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
12-24 months Name some basic needs with single words (e.g. “milk”, “Mama”) (GK.24.u)	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.

24-36 months Recognize that others have basic needs (e.g. offers a cookie or a hug) (GK.36.z) Name self in pictures (GK.36.aa) Recognize that money is needed to purchase materials (GK.36.bb) Identify that businesses provide goods or services (GK.36.cc)	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.
36-48 months Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink.") (GK.48.bb) Pretend to be a buyer or seller (GK.48-KE.cc) Identify that adults go to work to earn money (GK.48.dd)	SS 2b Civics & Economics: Understands concepts of money and economics 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. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
48 months-KE Identify people's basic needs and explain how they fulfill them (GK.KE.dd) Identify buyers and sellers (GK.KE.ee) Pretend to be a buyer or seller (GK.48-KE.cc) Identify one or two workers, and their jobs in the community (GK.KE.ff)	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins. PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.

	SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Explain people's basic needs and how they fulfill them. (SS.K.8.1) Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer). (SS.K.8.2) Identifies various workers and their jobs in the community (CTE.K.2.2)	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins. SS 2b.7 Describes how and why we save, earn and spend money. SS 2b.8 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 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Government/Political Science	
Birth-12 months EMERGING	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment.
12-24 months Cooperate with basic safety practices (PHM/GK.24.j)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
24-36 months Use basic safety practices (PHM/GK.36-48.j)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger.
36-48 months With adult assistance, retell a rule or safety practice (PHM/GK.48.n) Use basic safety practices (PHM/GK.36-48.j)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. 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.
48 months-KE Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Identify rules that apply in different settings and the results from complying or not complying with these rules. (SS.K.4.1) Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings. (SS.K.5.1) Demonstrate ways to improve the quality of life in own school or community. (SS.K.5.2)	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SS 2a.7 Identifies individual rights. Determines if rules support the common good.
Community and Culture	
Community	
Birth-12 months	SED 1a Self-Awareness: Knows self and expresses confidence

Become aware of self (GK.12.g) Respond to name (GK.12.h)	SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.
12-24 months Repeat activities through trial and error, and look at adult for acknowledgement of success (GK.24.v) Accomplish a new task and clap for self (GK.24.w)	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
24-36 months Have knowledge of own characteristics, such as name, gender, age, physical traits, and family roles (GK.36.dd) Name self in pictures (GK.36.aa)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
36-48 months Relate own identification information (GK.48.ee)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self.
48 months-KE Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Explain that current learning relates to life outside the classroom. (CTE.K.2.1)	SS 1a Culture & Community: Identifies community and family roles. SS 1a.6 Compares roles, rules and responsibilities between different groups.

	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.6 Explains the meaning and importance of traditions or customs of other people. SS 1c Culture & Community: Respects diversity SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Culture	
Birth-12 months Recognize simple differences between people (GK.12.i)	SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures.
12-24 months Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions. SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media.
24-36 months With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.
36-48 months Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	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.

48 months-KE Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. SS 1b.6 Explains the meaning and importance of traditions or customs of other people. SS 1c Culture & Community: Respects diversity SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Explain how and why people from different cultures observe different holidays/celebrations. (SS.K.6.1)	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.6 Explains the meaning and importance of traditions or customs of other people. SS 1b.7 Compares diverse cultures or traditions. SS 1c Culture & Community: Respects diversity SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Creative Arts Expression and Representation	
Visual	
Birth-12 months Explore art tools and materials (GK.12.j) Gaze at paintings, pictures, or photographs with interest (GK.12.k)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.
12-24 months	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.

Use basic art materials to create an age appropriate product (GK.24.y) Show interest in others' work or product (GK.24.z) Make scribbles or marks (GK/LA.24.aa)	CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.
24-36 months Tell about own art products (GK.36.ff) With adult assistance, use a variety of tools and materials to create new products (GK.36.gg) With adult assistance, comment on characteristics of others' work (GK.36.hh) Create age appropriate representations of real objects and concepts in artwork (GK.36.ii)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
36-48 months Describe color and shape in artwork (GK.48.gg) Use a variety of tools and materials to create new products (GK.48.hh) Comment on characteristics of others' work (GK.48.ii) Name the feelings that own artwork is intended to express (GK.48.jj)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
48 months-KE Describe texture, color, and shape in artwork (GK.KE.ii)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques

Explore a variety of age-appropriate materials and media to create two-and three-dimensional artwork (GK.KE.jj) Express an opinion about a work of art (GK.KE.kk) Explore how color can convey mood and emotion (GK.KE.ll)	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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use developmentally appropriate art vocabulary. (FA.K.1.1) Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful. (FA.K.1.5) Use developmentally appropriate art media, tools and processes. (FA.K.1.2) Explain preferences for particular works of art. (FA.K.1.4) Create art that expresses feelings about a familiar subject. (FA.K.1.3)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3a.7 Creates art to express ideas, thoughts and feelings. CA 3b Visual Arts: Develops visual art techniques CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. CA 3b.7 Uses various tools and techniques to achieve desired artistic results.
Musical	
Birth-12 months Imitate new sounds and movements (GK.12.l) Respond to music (GK.12.m)	CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds.
12-24 months Show pleasure and excitement when exposed to music (GK.24.bb) Use instruments to create sound (GK.24.cc)	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm.

	CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
24-36 months Use instruments to create sound and rhythm (GK.36.jj) Sing songs in recognizable ways (GK.36-48.kk)	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.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices.
36-48 months Use instruments to create rhythm and sound, imitating adults (GK.48.mm) Sing songs in recognizable ways (GK.36-48.kk) Sing songs imitating adults (GK.48.nn)	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1c Music: Develops tone CA 1c.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.
48 months-KE Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.

Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn) Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo) Identify one source of music that can be heard in daily life (GK.KE.pp)	CA 1b Music: Develops rhythm CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 1c.6 Controls pitch when singing a familiar song.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use an instrument to maintain a steady beat using quarter notes and quarter rests. (FA.K.2.3) Use singing voice to echo short melodic patterns in appropriate range. (FA.K.2.1) Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow. (FA.K.2.2) Identify various sources of music that can be heard in daily life and their purpose. (FA.K.2.4)	CA 1a Music: Expresses through music CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1a.7 Interprets and compares many types of music. CA 1b Music: Develops rhythm CA 1b.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. CA 1c Music: Develops tone CA 1c.6 Controls pitch when singing a familiar song. CA 1c.7 Matches vocal pitch in a limited range. CA 1c.8 Participates in call-and-response and two-part rounds.
Movement	
Birth-12 months Recognize simple differences between people (GK.12.i)	CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings.
12-24 months Show interest in moving body in different ways (GK.24.dd)	CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

Act out real behaviors during play using objects for intended purpose (GK.24.ee)	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.
24-36 months Use body and energy to move in different ways (GK.36-48.II) Begin to take on roles of familiar people, animals, or characters (GK.36.mm) Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	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 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
36-48 months Use body and energy to move in different ways (GK.36-48.II) Engage in play that has a story line (GK.48.oo) Move, imitating adults (GK.48.pp)	CA 2b Dance & Movement: Develops movement techniques 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 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 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.
48 months-KE	CA 2b Dance & Movement: Develops movement techniques

Use body, energy, space, and time to move in a few different ways (GK.KE.qq) Express self freely through movement (GK.KE.rr) Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2a Dance & Movement: Expresses through dance CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use body, energy, space, and time to move in different ways. (FA.K.4.1) Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs. (FA.K.4.3) Create movements that represent ideas, person, and places. (FA.K.4.2) Perform a folk/traditional dance from another culture. (FA.K.4.4) Perform imitative movements. (FA.K.3.1)	CA 2b Dance & Movement: Develops movement techniques CA 2b.5 Follows a leader to perform a simple movement pattern. CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. CA 2b.7 Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance. CA 2a Dance & Movement: Expresses through dance CA 2a.6 Expresses ideas, feelings and stories through creative movement.
Dramatic Expression	
Birth-12 months Recognize simple differences between people (GK.12.i)	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.
12-24 months	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words.

Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x) Respond to audience's appreciation of actions (GK.24.ff)	
24-36 months With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee) Seek an audience for one's actions (GK.36.nn)	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
36-48 months Show awareness, knowledge, and appreciation of own culture (GK.48.ff) Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play.
48 months-KE Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh) Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Demonstrate how cultures have used dramatic play to express human experience. (FA.K.3.3) Explain how theatrical performances often cause emotional reactions. (FA.K.3.2)	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.6 With cues, performs a simple pre-planned drama. CA 4a.7 Describes how a character may feel in a given situation, then integrates that emotion into performance. SS 1b Culture & Community: Explores and respects cultures and traditions

	SS 1b.6 Explains the meaning and importance of traditions or customs of other people. SS 1b.7 Compares diverse cultures or traditions.
Domain 5: English Language Arts and Literacy	
Reading Literature	
Key Ideas and Details	
Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.
12-24 months Point to pictures or objects in books when asked (LA.24.b) Point to a character when named in a story (LA.24.c)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
24-36 months Contribute language from books at appropriate times (LA.36.c) With adult assistance, retell an event from a story (LA.36.d) Identify a character or recall an event in a story (LA.36.f)	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.
36-48 months Ask and answer questions about essential narrative elements (LA.48.a) With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.

Identify characters and recall an event in a story (LA.48.c)	
48 months-KE Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c) With adult assistance, retell a simple story in sequence (LA.KE.g) Identify characters and recall major events in a story (LA.KE.i)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) With prompting and support, ask and answer questions about key details in a text. (RL.K.1) With prompting and support, retell familiar stories, including key details. (RL.K.2) With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.
Craft and Structure	
Birth-12 months Show an interest in the speech of others (LA.12.c)	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.
12-24 months Point to pictures or objects in books when asked (LA.24.b)	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.
24-36 months Contribute language from books at appropriate times (LA.36.c)	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.

Recognize pictures of familiar characters in books (LA.36.i)	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.
36-48 months Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Recognize books written by the same author or illustrator (LA.48.i)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
48 months-KE Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k) Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Ask and answer questions about unknown words in a text. (RL.K.4) Recognize common types of texts (e.g., storybooks, poems). (RL.K.5) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. LLD 5.7 Explains the difference between books that tell stories and those that give information. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Integration of Knowledge and Ideas	

Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) Show an interest in the speech of others (LA.12.c)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
12-24 months Point to pictures or objects in books when asked (LA.24.b)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
24-36 months Pretend to read a familiar book (LA.36.j) Contribute language from books at appropriate times (LA.36.c)	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.
36-48 months Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j) Ask and answer questions about essential narrative elements (LA.48.a)	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
48 months-KE Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m) Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	LLD 6a Reading Comprehension: Responds to text LLD 6a.6 With support, compares similarities between two texts.

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)	LLD 6a.7 Makes many text-to-text, text- to-self and text-to-real-world connections. Compares similarities and differences between texts.
Range of Reading and Level of Text Complexity	
Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.
12-24 months Point to pictures or objects in books when asked (LA.24.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
24-36 months Contribute language from books at appropriate times (LA.36.c)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
36-48 months Ask and answer questions about essential narrative elements (LA.48.a)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
48 months-KE Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.

End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Actively engage in group reading activities with purpose and understanding. (RL.K.10)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
Reading Informational	
Key Ideas and Details	
Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.
12-24 months Point to pictures or objects in books when asked (LA.24.b)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
24-36 months Contribute language from books at appropriate times (LA.36.c)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
36-48 months Ask and answer questions about essential narrative elements (LA.48.a)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
48 months-KE Identify factual information and events during conversations with adult (LA.KE.o)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story

With prompting and support, ask and answer questions about key details in a text. (RI.K.1) With prompting and support, identify the main topic and retell key details of a text. (RI.K.2) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)	LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details. LLD 1a Listening: Understands and interprets language LLD 1a.7 Shows understanding about key details from information or stories shared verbally.
Craft and Structure	
Birth-12 months Show an interest in the speech of others (LA.12.c)	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.
12-24 months Point to pictures or objects in books when asked (LA.24.b)	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.
24-36 months Contribute language from books at appropriate times (LA.36.c) Request familiar or favorite books (LA.36.k)	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
36-48 months Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Recognize books with common subject matter (LA.48.k)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.

48 months-KE Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Know some features of a book (e.g. title, author, illustrator) (LA.KE.I)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4) Identify the front cover, back cover, and title page of a book (RI.K.5) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.RI.6)	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Integration of Knowledge and Ideas	
Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) Show an interest in the speech of others (LA.12.c)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
12-24 months Point to pictures or objects in books when asked (LA.24.b) Relate objects and people to events (AL/LA.24.f)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
24-36 months	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.

Pretend to read a familiar book (LA.36.j) Contribute language from books at appropriate times (LA.36.c) With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	LLD 6a.3 Talks about pictures and ideas in familiar stories.
36-48 months Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j) Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Recall the sequence of personal routines or events (LA.48.l)	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
48 months-KE Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m) Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7) With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)	LLD 6a Reading Comprehension: Responds to text LLD 6a.6 With support, compares similarities between two texts. LLD 6a.7 Makes many text-to-text, text- to-self and text-to-real-world connections. Compares similarities and differences between texts.

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)	
Range of Reading and Level of Text Complexity	
Birth-12 months EMERGING	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
12-24 months Select a favorite book to read (LA.24.h)	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
24-36 months Make an “I like” statement about a favorite book or story (LA.36.l)	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
36-48 months Sit and listen to an engaging story from beginning to end (LA.48.m)	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
48 months-KE Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. ATL 1a Attention & Persistence: Attends

	ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Actively engage in group reading activities with purpose and understanding. (RI.K.10)	LLD 1a Listening: Understands and interprets language LLD 1a.7 Shows understanding about key details from information or stories shared verbally.
Reading Foundational	
Print Concepts	
Birth-12 months EMERGING	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 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images.
12-24 months Show interest in books or photos (LA.24.i)	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 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities.
24-36 months Demonstrate book handling skills (LA.36.m) Recognize and name few letters (LA.36.n)	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 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.
36-48 months Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n) Identify the sounds of few letters (LA.48.o) Recognize and name 10 letters (LA.48.p)	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 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.
48 months-KE Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q) Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r) Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s) With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t) Recognize and name 10 upper- and lower-case letters (LA.KE.u)	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 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Demonstrate understanding of the organization and basic features of a print. (RF.K.1)	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.

Follow words from left to right, top to bottom, and page-by-page. (RF.K.1.A) Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.B) Understand that words are separated by spaces in print. (RF.K.1.C) Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.D)	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.
Phonological Awareness	
Birth-12 months EMERGING	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”.
12-24 months Show interest in rhyming words (LA.24.j)	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.
24-36 months Sing along with rhyming songs (LA.36.o)	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.

Sing along with songs that have words with repeating initial sounds (LA.36.p)	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.
36-48 months Recognize rhyming words (LA.48.q) Hear and show awareness of separate words in sentences (LA.48.r) Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound.
48 months-KE With adult assistance, generate rhyming words (LA.KE.v) Clap out the syllables in own name (LA.KE.w) With adult assistance, match the initial sound of spoken words (LA.KE.x)	LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2) Recognize and produce rhyming words. (RF.K.2.A)	LLD 3a Phonological Awareness: Rhyme LLD 3a.5 Produces rhyming words when given a word. LLD 3a.6 Rhymes with real and nonsensical words. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.

Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.B) Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.C) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/). (RF.K.2.D) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.E)	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.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words. LLD 3c.7 Segments phonemes in words. LLD 3c.8 Substitutes and deletes phonemes in words.
Phonics and Word Recognition	
Birth-12 months EMERGING	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images.
12-24 months EMERGING	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities.
24-36 months EMERGING	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
36-48 months Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s) Identify own name in print (LA.48.t)	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 3c Phonological Awareness: Hears small units of sound

Recognize symbols and logos in the environment (LA.48.u)	LLD 3c.4 Identifies and produces words that have the same beginning sound.
48 months-KE Associate three or more letters with their sounds (LA.KE.y) Identify some letters in own name (LA.KE.z) Recognize and “read” familiar words or environmental print (LA.KE.aa)	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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3.A) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3.B) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.C) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.D)	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. LLD 4.7 Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity. LLD 4.8 Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
Fluency	
Birth-12 months Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.

12-24 months Point to pictures or objects in books when asked (LA.24.b)	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
24-36 months Pretend to read a familiar book (LA.36.j)	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
36-48 months Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
48 months-KE Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Read emergent-reader texts with purpose and understanding. (RF.K.4)	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. LLD 4.7 Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.
Writing	
Text Types and Purposes	
Birth-12 months EMERGING	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.
12-24 months	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.

Recognize people, objects, and animals in pictures (LA.24.l) Make simple statements about people or things not present (LA.24.m) Make scribbles or marks (GK/LA.24.aa)	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
24-36 months Notice details in an illustration or picture (LA.36.q) Recognize and label people, objects, and animals in pictures (LA.36.r) Tell simple stories about people or things not present (LA.36.s) Make controlled linear scribbles (LA.36.t)	LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 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.
36-48 months Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v) Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	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 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.

Tell stories that refer to other times and places with some details (LA.48.x) Write some letters and letter-like forms (LA.48.y)	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
48 months-KE Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb) Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) Tell detailed stories that refer to other times and places (LA.KE.dd) Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7a Writing: Emergent writing LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)	LLD 7b Writing: Uses writing to represent meaning LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7b.7 Writes to give information about a topic, including some facts. Provides a concluding statement. LLD 7b.8 Writes ideas or groups information in logical order. Uses descriptive words in writing.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)	
Production and Distribution of Writing	
Birth-12 months React to a problem (AL/LA.12.d)	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.
12-24 months Use single object in different ways (AL/LA.24.d)	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.
24-36 months Use materials in new ways to accomplish task (AL/LA.36.e) Engage in tactile experiences creating letters and other forms (AL/LA.36.h)	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.
36-48 months Solve problems without having to try every possibility (AL/LA.48.d) Create letters and other forms using various materials (AL/LA.48.h)	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
48 months-KE Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d) Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	LLD 7b Writing: Uses writing to represent meaning

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)	LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7b.8 Writes ideas or groups information in logical order. Uses descriptive words in writing. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. SCI 4.7 Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.
Research to Build and Present Knowledge	
Birth-12 months Use senses to explore the immediate environment (AL/LA.12.a) Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
12-24 months Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) Show interest in new activities and experiences (AL/LA.24.g) Relate objects and people to events (AL/LA.24.f) Prefer routines and activities that mirror home routines (AL/LA.24.e)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
24-36 months Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) With adult assistance, try new activities or experiences (AL/LA.36.b)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g) Recognize specific activities that are home or school functions (AL/LA.36.f)	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.
36-48 months Try new activities and experiences independently (AL/LA.48.a) Recall past experiences in new situations (AL/LA.48.f) Retell experiences in order, providing details (AL/LA.48-KE.e)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. 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.
48 months-KE Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a) Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) Recall three or four items removed from view (LA.KE.ff)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. 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.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. SS 4 History & Sense of Time: Develops sense of time SS 4.6 Retells historical, fictional or past events or stories. LLD 7b Writing: Uses writing to represent meaning LLD 7b.6 Draws and writes to express ideas or share an opinion.

	LLD 7b.7 Writes to give information about a topic, including some facts. Provides a concluding statement.
Speaking and Listening	
Comprehension and Collaboration	
Birth-12 months Respond to repeated words or phrases (LA.12.f) Show an interest in the speech of others (LA.12.c) Use senses to explore the immediate environment (AL/LA.12.a)	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
12-24 months Focus attention on speaker and attempt to imitate speech (LA.24.n) Point to pictures or objects in books when asked (LA.24.b) Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a) Show interest in new activities and experiences (AL/LA.24.g)	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.
24-36 months Initiate and engage in brief conversations with peers and adults (LA.36.u) Begin to use appropriate skills when communicating (LA.36.v) Contribute language from books at appropriate times (LA.36.c)	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. 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.

Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a) With adult assistance, try new activities or experiences (AL/LA.36.b)	
36-48 months With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z) With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa) Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Try new activities and experiences independently (AL/LA.48.a)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. 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.
48 months-KE Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg) Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b) Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.

Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1.A) Continue a conversation through multiple exchanges. (SL.K.1.B) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	LLD 1a Listening: Understands and interprets language LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1a.7 Shows understanding about key details from information or stories shared verbally. LLD 2b Communication: Uses conversational skills LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation. LLD 2b.8 Asks for clarification about information or topics that occur during a conversation. SED 3c Social relationships: Participates cooperatively in groups SED 3c.8 Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
Presentation of Knowledge and Ideas	
Birth-12 months Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e) Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	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 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds.
12-24 months	LLD 2a Communication: Uses language to express information and ask/answer questions

Prefer routines and activities that mirror home routines (AL/LA.24.e) Recognize people, objects, and animals in pictures (LA.24.l) Use two-word combinations to communicate (LA.24.o)	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.
24-36 months Recognize specific activities that are home or school functions (AL/LA.36.f) Recognize and label people, objects, and animals in pictures (LA.36.r) Share experiences using simple two- to three-word combinations (LA.36.w) Speak to be understood by a familiar adult (LA.36.x)	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.
36-48 months Retell experiences in order, providing details (AL/LA.48-KE.e) Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) Be understood by most adults (LA.48.bb)	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
48 months-KE Retell experiences in order, providing details (AL/LA.48-KE.e) Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.

Be understood by most adults and peers (LA.KE.hh)	LLD 2c Communication: Uses sentence structure LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4) Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5) Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics. LLD 2c Communication: Uses sentence structure LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 7b Writing: Uses writing to represent meaning LLD 7b.6 Draws and writes to express ideas or share an opinion.
Language	
Conventions of Standard English	
Birth-12 months EMERGING	LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.
12-24 months	LLD 2c Communication: Uses sentence structure

Use one- or two-word phrases (LA.24.p) Make scribbles or marks (GK/LA.24.aa) Recognize people, objects, and animals in pictures (LA.24.l)	LLD 2c.2 Communicates using one- to two-word sentences. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools.
24-36 months Use three- to four-word sentences (may omit some words) (LA.36.y) Make controlled linear scribbles (LA.36.t) Recognize and label people, objects, and animals in pictures (LA.36.r)	LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.
36-48 months Use complete four- to six- word sentences (LA.48.cc) Write some letters and letter-like forms (LA.48.y) Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
48 months-KE When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii) Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj) Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	LLD 2c Communication: Uses sentence structure LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 7a Writing: Emergent writing LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) Print many upper- and lowercase letters. (L.K.1.A) Use frequently occurring nouns and verbs. (L.K.1.B) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1.C) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) (L.K.1.D) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.E) Produce and expand complete sentences in shared language activities. (L.K.1.F) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) Capitalize the first word in a sentence and the pronoun I. (L.K.2.A) Recognize and name end punctuation. (L.K.2.B) Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.C)	LLD 2c Communication: Uses sentence structure LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. LLD 7a Writing: Emergent writing LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy. LLD 7a.7 Writes simple sentences. Begins to use conventional spelling. LLD 7a.8 Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.

Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.D)	
Vocabulary Acquisition and Use	
Birth-12 months Communicate with gestures, babbles, or making word-like sounds (LA.12.g) Show an interest in the speech of others (LA.12.c) Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
12-24 months Name familiar people, animals and objects (LA.24.k) Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q) Point to pictures or objects in books when asked (LA.24.b) Prefer routines and activities that mirror home routines (AL/LA.24.e)	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. 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.
24-36 months Use some personal pronouns (LA.36.z) With adult assistance, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa) Contribute language from books at appropriate times (LA.36.c)	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.

Recognize specific activities that are home or school functions (AL/LA.36.f)	
36-48 months Describe and tell the use of familiar items (LA.48.dd) With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee) Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) Retell experiences in order, providing details (AL/LA.48-KE.e)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately.
48 months-KE Describe and tell the use of many familiar items (LA.KE.kk) With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ll) Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j) Recall three or four items removed from view (LA.KE.ff)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately.
End of Kindergarten Standards (CCSS, HCPSIII, and GLO) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)	LLD 2d Communication: Uses and expands vocabulary LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (L.K.4.A)

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (L.K.4.B)

With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.A)

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L.K.5.B)

Identify real-life connections between words and their use (e.g., note places at school that are colorful) (L.K.5.C)

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5.D)

Use words and phrases through conversation, reading and being read to, and responding to texts. (L.K.6)

LLD 2d.8 Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.



Developmental Continuum of Skills

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

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

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

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

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

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

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