



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





The Experience Developmental Continuum of Skills

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

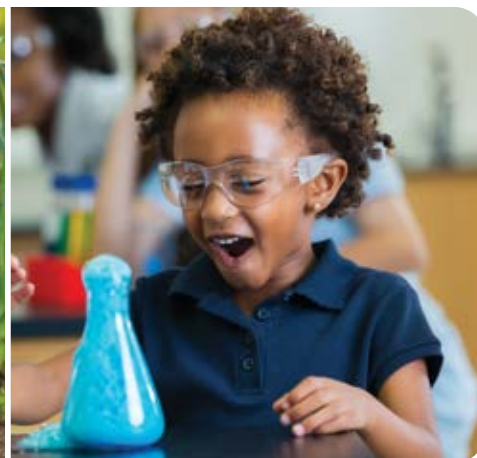
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Illinois Early Learning and Development Standards

Birth through age 3

Ages 3 through 5



Self-Regulation: Foundation of Development	
Physiological Regulation	
Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.	
Birth to 9 months Begins to demonstrate a pattern in sleep-wake and feeding cycles Signals for needs, e.g., cries when hungry, arches back in discomfort Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up Uses sucking to assist in sleeping	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 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
7 months to 18 months Demonstrates consistent sleeping and feeding times throughout the day Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites	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 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.

Increased desire for independence and control	
16 months to 24 months Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver's lap when tired Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums Communicates needs with one or two words, e.g., says or gestures "milk" for "I want milk" Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a "potty"	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. 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.
21 months to 36 months Calms down in order to sit and read a book with a caregiver Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset Recognizes patterns throughout the day, e.g., grabs a pillow and blanket after lunch, when it is nap time Communicates needs more thoroughly, e.g., "I am hungry" Manages overstimulation in a more organized manner, e.g., disengages, walks away Demonstrates a readiness to begin toilet training	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 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Emotional Regulation	

Standard: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.	
Birth to 9 months Signals needs by sounds and movement Able to use cues to signal overstimulation, e.g., turns head, gaze aversion Begins to use self-soothing strategies, e.g., sucks on hands, grasps an object in order to calm self Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
7 months to 18 months Communicates needs to an adult, e.g., points, shakes head Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. 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.

16 months to 24 months Uses caregiver’s facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult’s smile as a cue to cautiously pat the dog Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult’s lap Names some emotions, e.g., “me sad” Begins to use “private speech” in order to assist in regulating their emotions, e.g., utters “bear, where is bear” to self	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 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
21 months to 36 months Communicates wants and needs verbally, e.g. “pick me up” Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a “shot” Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well Expresses emotions through the use of play Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy	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. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Attention Regulation	

Standard: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.	
Birth to 9 months Focuses on objects in the environment during alert states Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention Explores environment through senses, e.g., touches and mouths objects Focuses attention on novel objects and familiar caregiver(s) Plays with one object for a few minutes before focusing on a different object	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
7 months to 18 months Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing Maintains more advanced levels of engagement, e.g., repeats actions over and over when enjoying the reaction and result of the experience Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted Shifts attention from adults to peers Relies on routines and patterns to maintain an organized state in order to focus	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. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.
16 months to 24 months	ATL 1a Attention & Persistence: Attends

Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle Remains focused for longer periods of time while engaged in self-initiated play Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter	ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
21 months to 36 months Attention expands and stays focused on an activity or object even when distractions are present Uses self-talk to extend play, e.g., says “now sleepy” to the baby doll after feeding it a bottle Plays independently before moving on to a new activity, e.g., engages in block play, reads a book Wait time increases, e.g., participates in turn-taking activities Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support.
Behavior Regulation	
Standard: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.	

Birth to 9 months Cries when hungry, tired, uncomfortable, or bored Uses physical movements to disengage from interaction, turns head, averts gaze Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding	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. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
7 months to 18 months Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it Reads cues and body language of caregiver(s) and familiar others to guide reactions and behaviors in novel and uncertain situations Demonstrates frustration, e.g., cries, bites Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites Chooses between two options, e.g., “You can have the red ball or the blue ball” Completes a forbidden action regardless of referencing a caregiver’s reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 4b Problem-Solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. 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 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
16 months to 24 months	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities.

Communicates “mine” when another child takes a toy away Communicates “no” to self when reaching for forbidden objects Begins to respond to caregiver’s cues and modifies behavior, e.g., does not touch the forbidden object, once recognizing the caregiver is discouraging the action	SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. 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 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
21 months to 36 months Increases the use of private speech in everyday play and interactions Increasingly reacts appropriately to adults’ facial expressions, tone, and affect, before acting on an impulse Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver’s hand when crossing the street Transitions smoothly if is prepared ahead of time	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices. 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.

Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking	
Developmental Domain 1: Social & Emotional Development	
Attachment Relationships	
Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.	
Birth to 9 months Establishes, maintains, and disengages eye contact Responds to caregiver(s) by smiling and cooing Seeks comfort from a familiar caregiver Imitates familiar adults' gestures and sounds Demonstrates preference for familiar adults Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver	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. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.
7 months to 18 months Distinguishes between primary caregivers and others Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room	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.

Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation Uses key adults as a "secure base" when exploring the environment Exhibits stranger anxiety and concern in presence of an unknown person or a new situation Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal Initiates and maintains interactions with caregiver(s)	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.
16 months to 24 months Shows an emotional connection with familiar adults other than the primary caregiver Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to "brush" hair, or feeds and rocks a doll Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed Seeks physical closeness when distressed Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words.
21 months to 36 months Uses glances and words to stay connected, without having to be physically near or touching the caregiver	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.

Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together Communicates thoughts, feelings, and plans to familiar adults Seeks adult assistance with challenges Separates with assistance from attachment figure with minimal anxiety	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
Emotional Expression	
Standard: Children demonstrate an awareness of and the ability to identify and express emotions.	
Birth to 9 months Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
7 months to 18 months Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried Expresses fear by crying or turning toward caregiver(s) for comfort Shows anger and frustration, e.g., cries when a toy is taken away Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling	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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

16 months to 24 months Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums Expresses pride, e.g., smiles, claps, or says, “I did it” after completing a task Attempts to use a word to describe feelings to a familiar adult Expresses wonder and delight while exploring the environment and engaging others	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.
21 months to 36 months Attempts to use words to describe feelings and names emotions Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement Begins to express complex emotions such as pride, embarrassment, shame, and guilt Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
Relationship with Adults	
Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.	
Birth to 9 months	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

Uses signals to communicate needs, e.g., crying, body language, and facial expressions Attempts to engage both unfamiliar and familiar adults Engages in social interactions with adults through smiles, coos, and eye contact Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s) Cautious of unfamiliar adults Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction	SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
7 months to 18 months Looks for caregiver’s response in uncertain situations Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action Uses key adults as a “secure base” when exploring the environment Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. 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.
16 months to 24 months	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

Builds emotional connections with other familiar adults, in addition to primary caregiver(s) Seeks adult assistance with challenges but may refuse help and say “no” Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions	SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words.
21 months to 36 months Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults Demonstrates desire to control or make decisions independent from adults	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
Self-Concept	
Standard: Children develop identity of self.	
Birth to 9 months Demonstrates interest in faces and voices of others Explores his or her own hands and feet	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. PD 4b Personal Care: Understands bodily functions

Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else Initiates interactions with others, e.g., imitates actions, plays peek-a-boo Begins to display the beginning of joint attention, e.g., points to objects and people Demonstrates separation anxiety, e.g., cries when caregiver leaves the room	PD 4b.1 Explores body parts, such as hands and feet. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media.
7 months to 18 months Shows awareness of significant people by calling them by name, e.g., “papa” Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people Responds with vocalizations or gestures when hears name Demonstrates interest in looking in mirror Uses gestures and some words to express feelings, e.g., “no” Uses social referencing to guide actions and begins to test limits Points to and identifies body parts on him or herself, e.g., points to eyes when asked, “Where are your eyes?”	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. 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.
16 months to 24 months Demonstrates awareness of self, e.g., touches own nose in the mirror Able to express his or her name Refers to self with gestures and language Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you” Points to self in images and other types of media Frequently tests limits Asks for help from familiar adults but may begin to attempt to complete tasks autonomously	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1c Culture & Community: Respects diversity SS 1c.2 Explores people and their features, either in person or in pictures. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
21 months to 36 months Names people in his/her family and shares stories about them Asks for help from familiar adults but pushes away and refuses help Incorporates roles of family members in play Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes”	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. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets.

Demonstrates preferences, e.g., “I want the green cup” Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad Begins to understand concept of possession, e.g., “yours,” “hers,” “his”	SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1c Culture & Community: Respects diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.
Relationship with Peers	
Standard: Children demonstrate the desire and develop the ability to engage and interact with other children.	
Birth to 9 months Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles Observes other children in the environment Shows interest in both familiar and unfamiliar peers Cries when hearing another child cry Reaches out to touch another child Attempts to imitate actions, e.g., bangs a toy	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
7 months to 18 months	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.

Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child Imitates actions of another child, e.g., rolling a car Engages in a simple, reciprocal game such as “pat-a-cake” Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted	SED 3b.2 Engages in simple interactions with peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
16 months to 24 months Gestures in order to communicate a desire to play near a peer Demonstrates enthusiasm around other children Expresses frustration when another child takes something away from him or her, e.g., a toy Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction	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 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
21 months to 36 months Demonstrates a preference toward select peers Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in Participates in sharing, when prompted	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. ATL 2b Flexibility & Play: Engages in play

Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book Begins to engage in more complex play with two or three children	ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Empathy	
Standard: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.	
Birth to 9 months Watches and observes adults and other children Cries when hearing another infant cry Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh	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.
7 months to 18 months Smiles with intention to draw out a smile from a familiar other Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation	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 3d.2 Explores different facial expressions, such as in pictures.

Reacts to a child who is upset by observing or moving physically closer to the child Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment Begins to have a greater awareness of own emotions, e.g., says or gestures “no” to refuse, squeals and continues to laugh when happy	
16 months to 24 months Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers “shhh” Shares in and communicates simple emotions of others, e.g., “mama sad”, “papa happy”	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
21 months to 36 months Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction Shares in and shows an emotional response for peers’ feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.

Developmental Domain 2: Physical Development & Health	
Gross Motor	
Standard: Children demonstrate strength, coordination, and controlled use of large muscles.	
Birth to 9 months Lifts head while on tummy Brings feet to mouth while lying on back Rolls from back to stomach and from stomach to back Brings both hands to midline, i.e., center of the body Begins to gain balance, e.g., sits with and without support Scoots body to attempt to move from one point to another	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.
7 months to 18 months Moves from hands and knees to a sitting position Rocks back and forth on knees Crawls from one point to another Pulls to a stand using help from furniture or caregiver Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball Cruises while holding on to furniture, e.g., walks around crib, holding on to railing	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.

Briefly maintains balance when placed in a non-supported standing position Takes steps independently Gets into a standing position without support	
16 months to 24 months Attempts to climb objects, e.g., furniture, steps, simple climbing structures Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room Kicks and attempts to catch a ball Rides a toy by using his or her hands or feet	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.
21 months to 36 months Stands on one foot with support and maintains balance for a brief period of time Jumps forward a few inches; jumps from slightly elevated surface onto the ground Walks up and down the stairs by placing both feet on each step Throws a ball Walks on tiptoes, walks backward, and runs Pedals a tricycle with both feet	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.

Fine Motor	
Standard: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.	
Birth to 9 months Opens hands when in a relaxed state Reaches for objects Grasps, holds, and shakes objects Transfers an object from one hand to the other Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body Holds a small object in each hand; bangs them together	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.
7 months to 18 months Picks up objects Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.

Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star"	
16 months to 24 months Attempts to fold various types of materials, e.g., paper, baby blanket Uses baby sign to communicate various concepts, e.g., "all done," "more," "water" Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling Begins to imitate lines and circles when drawing Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion	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.
21 months to 36 months Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on Scribbles with intent and begins to draw circles and lines on own Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together	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.
Perceptual	
Standard: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.	

Birth to 9 months Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light Explores objects through senses, e.g., mouths, touches objects Attempts to mimic sounds heard in the environment Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object Recognizes familiar objects and begins to demonstrate favoritism for certain toys	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.
7 months to 18 months Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel	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.
16 months to 24 months	SCI 3b Physical Science: Explores the physical properties of materials

Plays with water and sand tables; explores by pouring, digging, and filling Enjoys physical play, e.g., wrestling, tickling Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment	SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
21 months to 36 months Imitates familiar adults when coloring; draws lines and/or circles Adjusts approach to unknown objects, e.g., presses harder on a lump of clay Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Self-Care	
Standard: Children demonstrate the desire and ability to participate in and practice self-care routines.	
Birth to 9 months Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.

Attempts to feed self with a bottle	
7 months to 18 months Grasps and drinks from a cup Shakes head to demonstrate no; pushes objects away Feeds self with foods that he or she can pick up Improves ability to calm self, may fall asleep on own	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.
16 months to 24 months Feeds self with assistance Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says “milk” when thirsty Assists in undressing and dressing Attempts to brush teeth with support	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
21 months to 36 months Undresses independently but still needs assistance with dressing Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink Makes choices pertaining to dressing and eating Uses nonverbal and/or verbal communication to specify needs	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 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. SED 1c Self-Awareness: Completes tasks independently

Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty” Attempts to put on shoes and socks without help	SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Developmental Domain 3: Language Development, Communication, & Literacy	
Social Communication	
Standard: Children demonstrate the ability to engage with and maintain communication with others.	
Birth to 9 months Uses sounds, cries, facial expressions, and body language to convey needs Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver Smiles and uses other facial expressions to initiate interactions with caregiver Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
7 months to 18 months Communicates and responds by grunting, nodding, and pointing Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple questions	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. 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.

Uses facial expressions, vocalizations, and gestures to initiate interactions with others Participates in simple back-and-forth communication, using words and/or gestures	
16 months to 24 months Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying Initiates and engages in social interaction with simple words and actions Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby” Pays attention to the person communicating for a brief period of time Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 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.
21 months to 36 months Responds verbally to an adult’s questions or comments Begins to make formal requests or responses based on his or her context and culture Uses repetition to maintain the conversation and obtain responses from familiar others Communicates related ideas when in interactions with others	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.

Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why” Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing	
Receptive Communication	
Standard: Children demonstrate the ability to comprehend both verbal and nonverbal communication.	
Birth to 9 months Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back Looks or turns toward the familiar person who says his or her name Responds to gestures, e.g., waves hello after a familiar person waves to him or her	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions.
7 months to 18 months Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing Follows a one-step, simple request when a gesture is used Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.

Understands approximately 100 words relevant to their experiences and cultural context	
16 months to 24 months Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time Points to body parts when prompted Responds to personal pronouns, e.g., me, her, him	LLD 1a Listening: Understands and interprets language LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.
21 months to 36 months Names most objects and people in a familiar environment Comprehends compound statements and can follow multi-step directions Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping Understands simple sentences or directions with prepositions, e.g., “Put cup in sink” Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.

Expressive Communication	
Standard: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.	
Birth to 9 months Cries to signal hunger, pain, or distress Uses smiles and other facial expressions to initiate social contact Coos and uses physical movements to engage familiar others Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”) Combines different types of babbles Begins to point to objects in his/her environment	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 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.”.
7 months to 18 months Babbles using the sounds of the home language Creates long, babbled sentences Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle” Names a few familiar objects in his/her environment Uses one word to convey a message, e.g., “milk” for “I want milk”	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. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. LLD 3b Phonological Awareness: Hears large units of sound

	LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones.
16 months to 24 months Uses more words than gestures when speaking Repeats overheard words Has a vocabulary of approximately 80 words Begins to use telegraphic speech, consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping”	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.
21 months to 36 months Speaks in three-word utterances, e.g., “I want ball” Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table” Makes mistakes, which signal that he or she is working out complex grammar rules Uses adjectives in speech, e.g., “blue car” Uses simple sentences, e.g., “I want the yellow cup”	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

Has a vocabulary of more than 300 words	LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.
Early Literacy	
Standard: Children demonstrate interest in and comprehension of printed materials.	
Birth to 9 months Shows awareness of printed materials, e.g., stares at a picture in a book Reaches out to grasp and mouth books Uses multiple senses to explore books, e.g., explores books with different textures Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands Points or makes sounds while looking at picture books Focuses attention while looking at printed materials for brief periods of time	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. 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 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 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. 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.
7 months to 18 months	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.

Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book Increases ability to focus for longer periods of time on printed materials Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper	LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 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. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. 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 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.
16 months to 24 months Turns the pages of a board book, one by one Points to familiar pictures and actions in books Repeats familiar words in a book when being read to	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. 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.

Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures Randomly scribbles Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools.
21 months to 36 months Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages Recites parts of a book from memory Scribbles in a more orderly fashion and begins to name what he or she has drawn Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 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 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 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.

	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Developmental Domain 4: Cognitive Development	
Concept Development	
Standard: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.	
Birth to 9 months Turns head toward sounds Begins to focus on objects, sounds, and people Actively explores the environment through the five senses Attempts to repeat an action, e.g., pats the table and tries to pat it again Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.
7 months to 18 months	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.

Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up Identifies and indicates objects and people in pictures, e.g., points Focuses attention on objects, people, and sounds for increasing amounts of time	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.
16 months to 24 months Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling Begins to identify and name objects and people Uses an object to represent another during play, e.g., uses block as a phone Begins to identify characteristics of the object, e.g., “red ball” With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size	M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.

	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. 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.
21 months to 36 months Identifies characteristics of objects and people when named, e.g., colors Begins to arrange objects in a line, e.g., lines up toy cars, one after the other Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented	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 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Memory	
Standard: Children demonstrate the ability to acquire, store, recall, and apply past experiences.	
Birth to 9 months Turns toward familiar voices, sounds, and/or objects Anticipates familiar events, e.g., reaches for bottle and brings to mouth	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

Finds an object that it is partially hidden Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room	
7 months to 18 months Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. 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.
16 months to 24 months Remembers several steps in familiar routines and carries out these routines with little or no prompting Recalls an event in the past, e.g., a special visitor, or a friend's birthday party Searches for objects in different places	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. 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.
21 months to 36 months Shares with adult what happened in school that day Carries out routines independently without being reminded what comes next in the daily routine.	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. SED 2b Self-Regulation: Follows routines and transitions

Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play	SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Spatial Relationships	
Standard: Children demonstrate an awareness of how objects and people move and fit in space.	
Birth to 9 months Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds Reaches and grasps for objects Explores through the use of different senses, e.g., begins to mouth and/or pat objects Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
7 months to 18 months Puts objects in a bucket and then dumps them out; repeats this action	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 4a Measurement: Measures and estimates

Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it Drops objects such as toys and watches them move Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways	M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. 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. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
16 months to 24 months Understands words that characterize size, e.g., big, small Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit Recognizes the proper direction of objects, e.g., will turn over an upside-down cup Begins to understand simple prepositions, e.g., under, in, behind	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 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 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. SS 3b Geography: Interacts with maps SS 3b.2 Finds ways to move around obstacles in a familiar environment.

	M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
21 months to 36 months Uses words and gestures to describe size of objects Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it. Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch	M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. 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. 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. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.
Symbolic Thought	
Standard: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.	
Birth to 9 months Uses senses to explore objects, e.g., observes, mouths, touches	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.

Interacts with caregiver(s) and the environment Physically manipulates objects, e.g., twists and turns toys, drops items Combines objects in play Locates an object that has been partially hidden	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.
7 months to 18 months Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama Recognizes familiar people and/or objects in photographs	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
16 months to 24 months Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper Finds objects after they are hidden in close proximity	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.

Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller Identifies or names his or her drawings, e.g., points to scribble and says, “mama and dada” Communicates labels to familiar objects and/or people, e.g., says “dog” when seeing four-legged animals	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
21 months to 36 months Assigns roles to peers while engaged in imaginary play Builds in sequencing while engaged in play, e.g., beginning, middle, and end Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes” Projects feelings and words onto stuffed animals, e.g., “The horse is sad” Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Creative Expression	
Standard: Children demonstrate the ability to convey ideas and emotions through creative expression.	
Birth to 9 months Actively explores sensory objects in the environment	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings.

Participates in interactions with caregiver(s), e.g., observes, smiles, coos Demonstrates interest in sounds, songs, music, and colors Listens and moves to music Manipulates objects, e.g., turns, shakes, bangs	CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
7 months to 18 months Enjoys familiar songs and word rhymes Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma Begins to stack large blocks with or without support	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone

Participates in music activities by performing some accompanying hand movements Engages in art activities such as coloring or finger painting	CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
16 months to 24 months Imitates basic movements during an activity, e.g., places beanbag on head	CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.

Engages in more intricate pretend play, e.g., uses a toy banana as a phone Enjoys using instruments while listening to music Builds by using different objects and materials, e.g., lines up cars, stacks small boxes Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm Creates artwork; focuses and enjoys the process rather than the final product	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.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices. CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.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. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas
---	---

	CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
21 months to 36 months Selects movements that reflect mood, e.g., jumps up and down when excited Identifies and discusses characters that are meaningful to him and her Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a “road” leading up to the tower Uses imaginary play to cope with fears, e.g., puts monster in a closet Plays dress-up and invites caregiver(s) to play along	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.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. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes or symbols. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.

	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Logic & Reasoning	
Standard: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	
Birth to 9 months Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise Looks for and finds an object that has fallen	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
7 months to 18 months Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1b Investigation & Inquiry: Observes, describes and records

Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.
16 months to 24 months Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light Understands functionality of objects, e.g., mop is used to clean the floor Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.
21 months to 36 months Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining Makes a prediction of what will happen next in a sequence of events Applies past experiences to new situations Expresses cause and effect in certain situations, e.g., "I fell down and now I have a boo-boo."	SED 4b Problem-Solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break". SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.

Quantity & Numbers	
Standard: Children demonstrate awareness of quantity, counting, and numeric competencies.	
Birth to 9 months Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
7 months to 18 months Understands the concept of “more” in regard to food and play; signs or says, “more” Imitates counting, e.g., climbs stairs and mimics “one, two” Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done” Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?” Begins to use number words to label quantities, even though incorrect	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 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.

	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
16 months to 24 months Communicates amount of familiar objects, e.g., sees two apples and says, “two” Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something Begins to use “one,” “two,” and “three” to identify very small quantities without counting them Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby”	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. 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 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.
21 months to 36 months Understands progressive number order, e.g., recites the number series to ten Begins to count objects; may count objects twice and/or skip numbers Begins to identify quantity comparison, e.g., “Which group has more blocks?” Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1d Number Sense: Number quantities and comparison

Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am”	M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted.
Science Concepts & Exploration	
Standard: Children demonstrate a basic awareness of and use scientific concepts.	
Birth to 9 months Observes people and objects in his or her environment Engages in social interactions with familiar adults Actively explores new objects found in the environment, e.g., mouths, pats, grasps Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow	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. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 4 Technology: Uses tools and technology to perform tasks

	SCI 4.1 Explores simple toys.
7 months to 18 months Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. 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. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys. 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 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
16 months to 24 months Shows interest in own body; may know names for certain body parts Begins simple categorizing, e.g., cats and dogs are animals Asks simple questions about nature Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move Uses motion and sound to represent an observation, e.g., “snake, ssssss!”	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 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. 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. 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 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. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.

	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.
21 months to 36 months Begins to identify characteristics of animals, e.g., “The dog barks” Identifies various attributes of objects, food, and materials, e.g., color, shapes, size Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges	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.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 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 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3b Physical Science: Explores the physical properties of materials

	SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.
Safety & Well-Being	
Standard: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.	
Birth to 9 months Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable Actively observes and explores environment Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button Uses physical movements to explore environment, e.g., reaching, sitting, rolling Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. 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.
7 months to 18 months Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed Actively climbs to reach for wanted objects during play Responds to cues from caregiver in uncertain and unsafe situations	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SED 3d Social relationships: Identifies and respects emotions of others

Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action	SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
16 months to 24 months Understands when “no” and “stop” is communicated through either words or gestures Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no” Seeks comfort when fearful Imitates adults’ actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. 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.
21 months to 36 months Pays attention to safety rules but still needs supervision to keep self safe Communicates to an adult if something is wrong, e.g., a peer is hurt or missing Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside	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.

Approaches to Learning	
Curiosity & Initiative	
Standard: Children demonstrate interest and eagerness in learning about their world.	
Birth to 9 months Observes the environment and people; tracks a toy as it moves from one point to another Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth Actively explores new objects found in the environment, e.g., touches, pats, and mouths Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver Participates in joint attention with caregiver(s), e.g., focuses on the same object	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to.
7 months to 18 months Demonstrates an interest in new objects by manipulating and turning the object Uses familiar objects in new ways, e.g., places a toy basket on head Moves toward a new activity by crawling or walking Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read	
16 months to 24 months Demonstrates an interest in new activities and a willingness to try out new experiences Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom Initiates play with others, e.g., a grandparent, sibling, or teacher Experiments with different ways to use materials and objects	ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. 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.
21 months to 36 months Observes other children in play Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble Asks questions while interacting with others, e.g., “why,” “what,” “how” Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Problem Solving	
Standard: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.	

Birth to 9 months Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
7 months to 18 months Repeats actions over and over again to figure out how an object works Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. 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.
16 months to 24 months Imitates a caregiver's behavior to accomplish a task, e.g., attempts to turn a doorknob Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more	
21 months to 36 months Asks for help from a caregiver when needed Begins to solve problems with less trial and error Refuses assistance, e.g., calls for help but then pushes a hand away Shows pride when accomplishing a task Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Confidence & Risk-Taking	
Standard: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.	
Birth to 9 months Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back Explores new objects with eagerness, e.g., squeals and/or squeezes a toy Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

7 months to 18 months Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16 months to 24 months Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing Seeks out assistance and reassurance from familiar others Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle Joins in a new activity after cautiously observing at first	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
21 months to 36 months Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer Demonstrates eagerness and determination when problem-solving during new tasks, e.g., the child who pushes the caregiver’s hand away and refuses help until he or she is ready to ask for it	SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Persistence, Effort, & Attentiveness	

Standard: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.	
Birth to 9 months Establishes and sustains eye contact with caregiver(s) Focuses attention on sounds, people, and objects Repeats interesting actions over and over Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet	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.
7 months to 18 months Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again Begins to attempt assisting in self-help activities, e.g., feeding, grooming Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else	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. ATL 1a.2 Attends to what others are looking at or pointing to.
16 months to 24 months Focuses for longer periods of time on activities Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.

Repeats experiences he or she enjoys, e.g., says “more” after reading his or her favorite book Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers	ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
21 months to 36 months Makes choices based on preferences, and at times, in opposition to adult choices, e.g., “No milk, want juice” Attempts to try a difficult task for an increasing amount of time Practices an activity many times in order to master it, even if setbacks occur Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes	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. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Creativity, Inventiveness, & Imagination	
Standard: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.	
Birth to 9 months Observes materials, objects, and people with curiosity Actively explores new objects found in the environment by touching, patting, and mouthing Reaches for objects in close proximity Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

7 months to 18 months Imitates a peer's actions, e.g., bangs on table with cup Uses objects as they're intended to be used, e.g., rolls a toy car Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it Begins to use objects in new and unexpected ways, e.g., places a basket on head Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no"	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. 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.
16 months to 24 months Pretends one object is really another by using substitution, e.g., using a toy car to brush hair Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour "tea" into it Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
21 months to 36 months	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.

Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem Takes on familiar roles during play, e.g., cooks in the pretend kitchen Expresses inventive ideas to peers while playing; becomes directive, e.g., “You will be the police officer and you have to wear this.” Creates an art project and creates a simple story to accompany the artwork	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
---	--

Language Arts	
Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).	
Learning Standard 1.A: Demonstrate understanding through age-appropriate responses.	
Preschool Benchmarks 1.A.ECa Follow simple one-, two- and three-step directions. 1.A.ECb Respond appropriately to questions from others. 1.A.ECc Provide comments relevant to the context. 1.A.ECd Identify emotions from facial expressions and body language.	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.
Learning Standard 1.B: Communicate effectively using language appropriate to the situation and audience.	
Preschool Benchmarks	LLD 2a Communication: Uses language to express information and ask/answer questions

1.B.ECa Use language for a variety of purposes. 1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. 1.B.ECc Continue a conversation through two or more exchanges. 1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Learning Standard 1.C: Use language to convey information and ideas.	
Preschool Benchmarks 1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2d Communication: Uses and expands vocabulary LLD 2d.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.
Learning Standard 1.D: Speak using conventions of Standard English.	
Preschool Benchmarks 1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	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.

1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage. 1.D.ECc Understand and use question words in speaking.	LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
Learning Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.	
Preschool Benchmarks 1.E.ECa With teacher assistance, begin to use increasingly complex sentences. 1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books. 1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences. 1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). 1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.	LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Goal 2: Demonstrate understanding and enjoyment of literature.	
Learning Standard 2.A: Demonstrate interest in stories and books.	
Preschool Benchmarks 2.A.ECa Engage in book-sharing experiences with purpose and understanding.	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.

2.A.ECb Look at books independently, pretending to read.	LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Learning Standard 2.B: Recognize key ideas and details in stories.	
Preschool Benchmarks 2.B.ECa With teacher assistance, ask and answer questions about books read aloud. 2.B.ECb With teacher assistance, retell familiar stories with three or more key events. 2.B.ECc With teacher assistance, identify main character(s) of the story.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Learning Standard 2.C: Recognize concepts of books.	
Preschool Benchmarks 2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). 2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills. 2.C.ECc With teacher assistance, describe the role of an author and illustrator.	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 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Learning Standard 2.D: Establish personal connections with books.	
Preschool Benchmarks	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.

2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. 2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.	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. LLD 6a.6 With support, compares similarities between two texts.
Goal 3: Demonstrate interest in and understanding of informational text.	
Learning Standard 3.A: Recognize key ideas and details in nonfiction text.	
Preschool Benchmarks 3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book. 3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.	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.
Learning Standard 3.B: Recognize features of nonfiction books.	
Preschool Benchmarks 3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	LLD 6a Reading Comprehension: Responds to text LLD 6a.6 With support, compares similarities between two texts.
Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
Learning Standard 4.A: Demonstrate understanding of the organization and basic features of print.	
Preschool Benchmarks 4.A.ECa Recognize the differences between print and pictures.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text

4.A.ECb Begin to follow words from left to right, top to bottom, and page by page. 4.A.ECc Recognize the one-to-one relationship between spoken and written words. 4.A.ECd Understand that words are separated by spaces in print. 4.A.ECe Recognize that letters are grouped to form words. 4.A.ECf Differentiate letters from numerals.	LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Learning Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.	
Preschool Benchmarks 4.B.ECa With teacher assistance, recite the alphabet. 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	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. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Learning Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	
Preschool Benchmarks 4.C.ECa Recognize that sentences are made up of separate words.	LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.

4.C.ECb With teacher assistance, recognize and match words that rhyme. 4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). 4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words. 4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). 4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). 4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.
Learning Standard 4.D: Demonstrate emergent phonics and word-analysis skills.	
Preschool Benchmarks 4.D.ECa Recognize own name and common signs and labels in the environment. 4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. 4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. 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.
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	

Learning Standard 5.A: Demonstrate growing interest and abilities in writing.	
Preschool Benchmarks 5.A.ECa Experiment with writing tools and materials. 5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language. 5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Learning Standard 5.B: Use writing to represent ideas and information.	
Preschool Benchmarks 5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
Learning Standard 5.C: Use writing to research and share knowledge.	
Preschool Benchmarks	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.

5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest. 5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Mathematics	
Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	
Learning Standard 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.	
Preschool Benchmarks 6.A.ECa Count with understanding and recognize “how many” in small sets up to 5. 6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. 6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”. 6.A.ECd Connect numbers to quantities they represent using physical models and informal representations. 6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals. 6.A.ECf Verbally recite numbers from 1 to 10.	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1b Number Sense: Identifies and writes numerals M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.

6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”.	
Learning Standard 6.B: Add and subtract to create new numbers and begin to construct sets.	
Preschool Benchmarks 6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number. 6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5. 6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated. 6.B.ECd Informally solve simple mathematical problems presented in a meaningful context. 6.B.ECe Fairly share a set of up to 10 items between two children.	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 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.
Learning Standard 6.C: Begin to make reasonable estimates of numbers.	
Preschool Benchmarks 6.C.ECa Estimate number of objects in a small set.	M 4a Measurement: Measures and estimates M 4a.6 Makes logical estimates and uses measurement tools to check estimation.
Learning Standard 6.D: Compare quantities using appropriate vocabulary terms.	
Preschool Benchmarks	M 1d Number Sense: Number quantities and comparison

6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. 6.D.ECb Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".	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. M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
Goal 7: Explore measurement of objects and quantities.	
Learning Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.	
Preschool Benchmarks 7.A.ECa Compare, order, and describe objects according to a single attribute. 7.A.ECb Use nonstandard units to measure attributes such as length and capacity. 7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size. 7.A.ECd Begin to construct a sense of time through participation in daily activities.	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. SED 2b Self-Regulation: Follows routines and transitions SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.

	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Learning Standard 7.B: Begin to make estimates of measurements.	
Preschool Benchmarks 7.B.ECa Practice estimating in everyday play and everyday measurement problems.	M 4a Measurement: Measures and estimates M 4a.6 Makes logical estimates and uses measurement tools to check estimation.
Learning Standard 7.C: Explore tools used for measurement.	
Preschool Benchmarks 7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. 7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4a.6 Makes logical estimates and uses measurement tools to check estimation.
Goal 8: Identify and describe common attributes, patterns, and relationships in objects.	
Learning Standard 8.A: Explore objects and patterns.	
Preschool Benchmarks	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.

8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s). 8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.	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 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 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.
Learning Standard 8.B: Describe and document patterns using symbols.	
Preschool Benchmarks 8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	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.
Goal 9: Explore concepts of geometry and spatial relations.	
Learning Standard 9.A: Recognize, name, and match common shapes.	
Preschool Benchmarks 9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). 9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.

9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. 9.A.ECd Combine two-dimensional shapes to create new shapes. 9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	M 2a Spatial Awareness: Understands how objects move in space. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.
Learning Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	
Preschool Benchmarks 9.B.ECa Show understanding of location and ordinal position. 9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object. 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.
Goal 10: Begin to make predictions and collect data information.	
Learning Standard 10.A: Generate questions and processes for answering them.	
Preschool Benchmarks 10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information. 10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.	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. SCI 1a Investigation & Inquiry: Asks questions and makes predictions.

	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Learning Standard 10.B: Organize and describe data and information.	
Preschool Benchmarks 10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. 10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	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. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Learning Standard 10.C: Determine, describe, and apply the probabilities of events.	
Preschool Benchmarks 10.C.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.
Science	

Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
Learning Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	
Preschool Benchmarks 11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things. 11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay. 11.A.ECc Plan and carry out simple investigations. 11.A.ECd Collect, describe, compare, and record information from observations and investigations. 11.A.ECe Use mathematical and computational thinking. 11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation. 11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. 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.
Goal 12: Explore concepts and information about the physical, earth, and life sciences.	

Learning Standard 12.A: Understand that living things grow and change.	
Preschool Benchmarks 12.A.ECa Observe, investigate, describe, and categorize living things. 12.A.ECb Show an awareness of changes that occur in oneself and the environment.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.
Learning Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.	
Preschool Benchmarks 12.B.ECa Describe and compare basic needs of living things. 12.B.ECb Show respect for living things.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. 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.
Learning Standard 12.C: Explore the physical properties of objects.	
Preschool Benchmarks 12.C.ECa Identify, describe, and compare the physical properties of objects.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.

12.C.ECb Experiment with changes in matter when combined with other substances.	SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
Learning Standard 12.D: Explore concepts of force and motion.	
Preschool Benchmarks 12.D.ECa Describe the effects of forces in nature. 12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.	SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals or people move. SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.
Learning Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.	
Preschool Benchmarks 12.E.ECa Observe and describe characteristics of earth, water, and air. 12.E.ECb Participate in discussions about simple ways to take care of the environment.	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 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.
Learning Standard 12.F: Explore changes related to the weather and seasons.	
Preschool Benchmarks 12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.

	SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.
Goal 13: Understand important connections and understandings in science and engineering.	
Learning Standard 13.A: Understand rules to follow when investigating and exploring.	
Preschool Benchmarks 13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Learning Standard 13.B: Use tools and technology to assist with science and engineering investigations.	
Preschool Benchmarks 13.B.ECa Use nonstandard and standard scientific tools for investigation. 13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
Social Studies	
Goal 14: Understand some concepts related to citizenship.	
Learning Standard 14.A: Understand what it means to be a member of a group and community.	
Preschool Benchmarks	SS 2a Civics & Economics: Follows rules, limits and expectations

14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community. 14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SED 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.
Learning Standard 14.C: Understand ways groups make choices and decisions.	
Preschool Benchmarks 14.C.ECa Participate in voting as a way of making choices.	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.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
Learning Standard 14.D: Understand the role that individuals can play in a group or community.	
Preschool Benchmarks 14.D.ECa Develop an awareness of what it means to be a leader. 14.D.ECb Participate in a variety of roles in the early childhood environment.	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. 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.
Goal 15: Explore economic systems and human interdependence.	

Learning Standard 15.A: Explore roles in the economic system and workforce.	
Preschool Benchmarks 15.A.ECa Describe some common jobs and what is needed to perform those jobs. 15.A.ECb Discuss why people work.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Learning Standard 15.B: Explore issues of limited resources in the early childhood environment and world.	
Preschool Benchmarks 15.B.ECa Understand that some resources and money are limited.	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.
Learning Standard 15.D: Explore concepts about trade as an exchange of goods or services.	
Preschool Benchmarks 15.D.ECa Begin to understand the use of trade or money to obtain goods and services.	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.	

Learning Standard 16.A: Explore his or her self and personal history.	
Preschool Benchmarks 16.A.ECa Recall information about the immediate past. 16.A.ECb Develop a basic awareness of self as an individual.	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 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Goal 17: Explore geography, the child's environment, and where people live, work, and play.	
Learning Standard 17.A: Explore environments and where people live.	
Preschool Benchmarks 17.A.ECa Locate objects and places in familiar environments. 17.A.ECb Express beginning geographic thinking.	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
Goal 18: Explore people and families.	

Learning Standard 18.A: Explore people, their similarities, and their differences.	
Preschool Benchmarks 18.A.ECa Recognize similarities and differences in people.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Learning Standard 18.B: Develop an awareness of self within the context of family.	
Preschool Benchmarks 18.B.ECa Understand that each of us belongs to a family and recognize that families vary.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1c Culture & Community: Respects diversity SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Physical Development and Health	
Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
Learning Standard 19.A: Demonstrate physical competency and control of large and small muscles.	

Preschool Benchmarks 19.A.ECa Engage in active play using gross- and fine-motor skills. 19.A.ECb Move with balance and control in a range of physical activities. 19.A.ECc Use strength and control to accomplish tasks. 19.A.ECd Use eye-hand coordination to perform tasks. 19.A.ECe Use writing and drawing tools with some control.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
Learning Standard 19.B: Demonstrate awareness and coordination of body movements.	
Preschool Benchmarks 19.B.ECa Coordinate movements to perform complex tasks. 19.B.ECb Demonstrate body awareness when moving in different spaces. 19.B.ECc Combine large motor movements with and without the use of equipment.	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.

Learning Standard 19.C: Demonstrate knowledge of rules and safety during activity.	
Preschool Benchmarks 19.C.ECa Follow simple safety rules while participating in activities.	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Goal 20: Develop habits for lifelong fitness.	
Learning Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.	
Preschool Benchmarks 20.A.ECa Participate in activities to enhance physical fitness. 20.A.ECb Exhibit increased levels of physical activity.	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.
Goal 21: Develop team-building skills by working with others through physical activity.	
Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.	
Preschool Benchmarks 21.A.ECa Follow rules and procedures when participating in group physical activities. 21.A.ECb Follow directions, with occasional adult reminders, during group activities.	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.5 Applies familiar rules and suggests new rules in a variety of situations. LLD 1b Listening: Follows directions LLD 1b.4 Follows unrelated two-step directions given verbally.

	LLD 1b.5 With prompting, follows multi-step directions given verbally.
Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activity.	
Preschool Benchmarks 21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.	
Preschool Benchmarks 22.A.ECa Identify simple practices that promote healthy living and prevent illness. 22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders. 22.A.ECc Identify and follow basic safety rules.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. PD 4b Personal Care: Understands bodily functions PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger.

	PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Goal 23: Understand human body systems and factors that influence growth and development.	
Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.	
Preschool Benchmarks 23.A.ECa Identify body parts and their functions.	PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Learning Standard 23.B: Identify ways to keep the body healthy.	
Preschool Benchmarks 23.B.ECa Identify examples of healthy habits. 23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	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. PD 4b Personal Care: Understands bodily functions PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
Preschool Benchmarks	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger.

24.C.ECa Participate in activities to learn to avoid dangerous situations.	PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
The Arts	
Goal 25: Gain exposure to and explore the arts.	
Learning Standard 25.A: Investigate, begin to appreciate, and participate in the arts.	
Preschool Benchmarks 25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities. 25.A.ECb Drama: Begin to appreciate and participate in dramatic activities. 25.A.ECc Music: Begin to appreciate and participate in music activities. 25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

CA 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 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.

CA 1b Music: Develops rhythm

CA 1b.3 Claps to beat. May not always be consistent.
CA 1b.4 Claps along to simple rhythm patterns.
CA 1b.5 Repeats simple rhythm patterns.

CA 1c Music: Develops tone

CA 1c.3 Understands the difference between singing and speaking voices.
CA 1c.4 Controls voice to mimic the melodic direction.
CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.

CA 3a Visual Arts: Expresses through 2D and 3D visual art

CA 3a.3 Explores a variety of artistic tools and media.
CA 3a.4 Makes choices throughout the artistic process.
CA 3a.5 Plans, designs and seeks materials to make a creation.

CA 3b Visual Arts: Develops visual art techniques

CA 3b.3 Uses materials to create shapes or symbols.
CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

	CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Learning Standard 25.B: Display an awareness of some distinct characteristics of the arts.	
Preschool Benchmarks 25.B.ECa Describe or respond to their creative work or the creative work of others.	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 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.
Goal 26: Understand that the arts can be used to communicate ideas and emotions.	
Learning Standard 26.B: Understand ways to express meaning through the arts.	
Preschool Benchmarks 26.B.ECa Use creative arts as an avenue for self-expression.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.

CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.

CA 2a Dance & Movement: Expresses through dance

CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

CA 2a.6 Expresses ideas, feelings and stories through creative movement.

CA 2b Dance & Movement: Develops movement techniques

CA 2b.3 Follows the movements of others. Explores personal space and direction.

CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.

CA 2b.5 Follows a leader to perform a simple movement pattern.

CA 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 3a.6 Creates art to represent an idea or object. Explains how it was made.

CA 3b Visual Arts: Develops visual art techniques

CA 3b.3 Uses materials to create shapes or symbols.

CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

CA 3b.5 Uses artistic tools and media to create intentional designs or images.

CA 4a Drama: Participates in dramatic and symbolic play

CA 4a.3 Uses words, actions and props to pretend.

CA 4a.4 Plays a role in group dramatic play.

	CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
English Language Learner Home Language Development	
Goal 28: Use the home language to communicate within and beyond the classroom.	
Learning Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.	
Preschool Benchmarks 28.A.ECa May demonstrate progress and mastery of benchmarks through home language. 28.A.ECb Use home language in family, community, and early childhood settings. 28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.

Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
Learning Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	
Preschool Benchmarks 29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts. 29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. 29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SLA 1a Second Language Acquisition: Participates using target language Pre-Production: Observes interactions in target language, but may not participate. Early Production: When prompted, uses gestures and words in target language to participate in group interactions. Speech Emergence: Uses target language to actively participate, working around any language barriers. SLA 1b Second Language Acquisition: Demonstrates initiative with target language Pre-Production: Uses cues and gestures to understand interactions in target language. Early Production: Asks for repetition of target language to clarify understanding. Speech Emergence: Seeks explanations for unknown words and phrases in target language. SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language Pre-Production: Uses cues and gestures to understand interactions in target language. Early Production: Repeats often heard words in target language.

	Speech Emergence: Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language. SLA 2a Second Language Acquisition: Demonstrates comprehension of target language Pre-Production: Responds to cues, such as gestures and visualizations. Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. Speech Emergence: Responds to simple stories and short discussions in target language. SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language Pre-Production: Uses cues, gestures and visualizations to communicate. Early Production: Uses words and memorized phrases in target language to communicate. Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
Social/Emotional Development	
Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.	
Learning Standard 30.A: Identify and manage one's emotions and behavior.	
Preschool Benchmarks 30.A.ECa Recognize and label basic emotions. 30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one's needs or personal preferences.

30.A.ECc Express feelings that are appropriate to the situation. 30.A.ECd Begin to understand and follow rules. 30.A.ECe Use materials with purpose, safety, and respect. 30.A.ECf Begin to understand the consequences of his or her behavior.	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.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. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors. SED 4b Problem-Solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness. 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. 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.5 Applies familiar rules and suggests new rules in a variety of situations.
---	--

Learning Standard 30.B: Recognize own uniqueness and personal qualities.	
Preschool Benchmarks 30.B.ECa Describe self using several basic characteristics.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Learning Standard 30.C: Demonstrate skills related to successful personal and school outcomes.	
Preschool Benchmarks 30.C.ECa Exhibit eagerness and curiosity as a learner. 30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems. 30.C.ECc Show some initiative, self-direction, and independence in actions. 30.C.ECd Demonstrate engagement and sustained attention in activities.	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. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 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. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
Learning Standard 31.A: Develop positive relationships with peers and adults.	
Preschool Benchmarks 31.A.ECa Show empathy, sympathy, and caring for others. 31.A.ECb Recognize the feelings and perspectives of others. 31.A.ECc Interact easily with familiar adults. 31.A.ECd Demonstrate attachment to familiar adults. 31.A.ECe Develop positive relationships with peers.	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3d Social relationships: Identifies and respects emotions of others

	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Learning Standard 31.B: Use communication and social skills to interact effectively with others.	
Preschool Benchmarks 31.B.ECa Interact verbally and nonverbally with other children. 31.B.ECb Engage in cooperative group play. 31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Learning Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	

Preschool Benchmarks 31.C.ECa Begin to share materials and experiences and take turns. 31.C.ECb Solve simple conflicts with peers with independence, using gestures or words. 31.C.ECc Seek adult help when needed to resolve conflict.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.	
Preschool Benchmarks 32.A.ECa Participate in discussions about why rules exist. 32.A.ECb Follow rules and make good choices about behavior.	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.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. SED 4b Problem-Solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.

Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
Preschool Benchmarks 32.B.ECa Participate in discussions about finding alternative solutions to problems.	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. 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.4 With adult support, lists choices or solutions before making a decision. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.



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.
	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.