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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

Kansas Early Learning Standards

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

This document details the alignment of the **Kansas Early Learning 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.






Approaches to Learning (ATL)	
A. Persistence & Engagement in Learning	
1. Engagement and Attention	
Young Infant (by 8 months) ATL.PEL.i.1: Demonstrates awareness of happenings and surroundings. ATL.PEL.i.2: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage. ATL.PEL.i.3: Shows interest in other children.	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Mobile Infant (by 18 months) ATL.PEL.mi.1: Focuses on an activity but is easily distracted. ATL.PEL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo).	**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.
Toddler (by 36 months) ATL.PEL.t.1: Begins to maintain focus, despite distractions, during brief delays in task. ATL.PEL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play. ATL.PEL.t.3: Continues to play when a caregiver leaves the area.	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. **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.
Pre 3 (by 48 months)	**ATL 1a Attention & Persistence: Attends**

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ATL.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support. ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity. ATL.PEL.p3.3: Remembers and follows one- or two-step directions.	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. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
Pre 4 (by 60 months) ATL.PEL.p4.1: Sustains attention to task despite distractions. ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
2. Persistence	
Young Infant (by 8 months) ATL.PEL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Mobile Infant (by 18 months) ATL.PEL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the “pick-it-up” game). ATL.PEL.mi.4: Executes simple two-step plan (i.e., means-to-end task).	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Toddler (by 36 months)	**ATL 1b Attention & Persistence: Persists**

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ATL.PEL.t.4: Engages in self-initiated activities for a sustained period of time. ATL.PEL.t.5: Returns to an activity after being distracted.	ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
Pre 3 (by 48 months) ATL.PEL.p3.4: Practices an activity many times until successful.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Pre 4 (by 60 months) ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end. ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
B. Initiative	
1. Curiosity and Initiative	
Young Infant (by 8 months) ATL.I.i.1: Shows preferences for certain toys or activities. ATL.I.i.2: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Mobile Infant (by 18 months) ATL.I.mi.1: Explores the environment through a variety of senses.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SED 1b Self-Awareness: Expresses needs and preferences**

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ATL.I.mi.2: Chooses toys/things for play.	SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
Toddler (by 36 months) ATL.I.t.1: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole). ATL.I.t.2: Expresses preferences for familiar people, books, toys and activities; often insists on some choices. ATL.I.t.3: Asks questions about items/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. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Pre 3 (by 48 months) ATL.I.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). ATL.I.p3.2: Initiates play with other children and takes on a variety of roles while playing. ATL.I.p3.3: Explores, practices, understands social roles through play.	**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 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
Pre 4 (by 60 months) ATL.I.p4.1: Seeks new and varied experiences and challenges through play. ATL.I.p4.2: Chooses activities to do alone or with others. ATL.I.p4.3: Invites other children to join groups or activities.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **SED 3c Social relationships: Participates cooperatively in groups**

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ATL.I.p4.4: Makes and follows plans for games or activities with other children.	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.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
2. Sense of Competence	
Young Infant (by 8 months) ATL.I.i.3: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention). ATL.I.i.4: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.
Mobile Infant (by 18 months) ATL.I.mi.3: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play). ATL.I.mi.4: Points or protests to indicate likes and dislikes. ATL.I.mi.5: Expresses and responds to a variety of emotions.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Toddler (by 36 months) ATL.I.t.4: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”). ATL.I.t.5: Begins to show assertiveness (e.g., giving orders to others).	**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.

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ATL.I.t.6: Feels comfortable in a variety of places with familiar adults.	
Pre 3 (by 48 months) ATL.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others. ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community. ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Pre 4 (by 60 months) ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends. ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). ATL.I.p4.7: Associates emotions with words and facial expressions.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
C. Creativity	
1. Problem Solving	
Young Infant (by 8 months) ATL.C.i.1: Expresses discomfort when needs are not met.	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem.

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ATL.C.i.2: Looks for caregiver response in new or uncertain situations.	
Mobile Infant (by 18 months) ATL.C.mi.1: Seeks out trusted adult for comfort or support and/or accepts adult assistance. ATL.C.mi.2: Tries to do things on own. ATL.C.mi.3: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
Toddler (by 36 months) ATL.C.t.1: Seeks alternate method when first attempt fails and/or seeks adult assistance. ATL.C.t.2: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal). ATL.C.t.3: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	**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.
Pre 3 (by 48 months) ATL.C.p3.1: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance. ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it. ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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Pre 4 (by 60 months) ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior. ATL.C.p4.3: Understands what is real and what is make-believe.	**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 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Kindergarten (by the end of kindergarten) SECD:K-2.11.B Responsible Decision-Making and Problem-Solving: Develops, implements and models effective problem-solving skills. 1. Develops self-control skills (for example, stop, take a deep breath and relax). 2. Identifies and illustrates the problem. 3. Identifies desired outcome. 4. Identifies possible solutions and the pros and cons of each solution. 5. Identifies and selects the best solution. 6. Puts the solution into action. 7. Reflects on the outcome of the solution.	**SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. SED 4a.7 Explains the sequence of their problem solving strategy. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
2. Creativity and Flexibility	

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Young Infant (by 8 months) ATL.C.i.3: Shows interest in looking at, feeling or exploring new objects.	**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.
Mobile Infant (by 18 months) ATL.C.mi.4: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again). ATL.C.mi.5: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl). ATL.C.mi.6: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.2 Shifts attention from one task to another with prompting and adult support. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Toddler (by 36 months) ATL.C.t.4: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat). ATL.C.t.5: May change behavior based on previous learning.	**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.2 Mimics the use of familiar objects.
Pre 3 (by 48 months) ATL.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials. ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	**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. **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.

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ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.	CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Pre 4 (by 60 months) ATL.C.p4.4: Invents new activities through play. ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings. ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
Physical Health and Development (PHD)	
A. Gross Motor Skills	
Young Infant (by 8 months) PHD.GMS.i.1: Crawls through and around objects. PHD.GMS.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements. PHD.GMS.i.3: Reaches for objects.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Mobile Infant (by 18 months) PHD.GMS.mi.1: Creeps up or down stairs.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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PHD.GMS.mi.2: Takes independent steps. PHD.GMS.mi.3: Throws ball and other objects independently.	PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Toddler (by 36 months) PHD.GMS.t.1: Maintains balance when performing actions. PHD.GMS.t.2: Catches a ball with both hands. PHD.GMS.t.3: Begins to run.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Pre 3 (by 48 months) PHD.GMS.p3.1: Uses locomotor skills with increasing coordination and balance.	**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.
Pre 4 (by 60 months) PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play. PHD.GMS.p4.2: Demonstrates coordination in using objects during active play. PHD.GMS.p4.3: Explores, practices and performs skill sets.	**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.
Kindergarten (by the end of kindergarten) Kansas Model PK-K Standards for Physical Education Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
B. Fine Motor Skills	

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Young Infant (by 8 months) PHD.FMS.i.1: Transfers objects from one hand to other. PHD.FMS.i.2: Grasps and releases object using entire hand.	**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.
Mobile Infant (by 18 months) PHD.FMS.mi.1: Coordinates the use of arms, hands and fingers to accomplish tasks. PHD.FMS.mi.2: Coordinates eye-hand movements.	**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.
Toddler (by 36 months) PHD.FMS.t.1: Coordinates the use of arms, hands and fingers to accomplish more complex tasks.	**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.
Pre 3 (by 48 months) PHD.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Pre 4 (by 60 months) PHD.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
C. Physical Fitness	
Young Infant (by 8 months)	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**

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PHD.PF.i.1: Interacts with caregivers in a variety of physical activities.	PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Mobile Infant (by 18 months) PHD.PF.mi.1: Participates in a variety of active physical play.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Toddler (by 36 months) PHD.PF.t.1: Participates in a variety of active physical play for longer periods of time.	**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.
Pre 3 (by 48 months) PHD.PF.p3.1: Participates in a variety of active play exhibiting strength and stamina.	**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.
Pre 4 (by 60 months) PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Kindergarten (by the end of kindergarten) Kansas Model PK-K Standards for Physical Education Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.6 Changes direction and speed of movement.
D. Nutrition & Healthy Eating	
Young Infant (by 8 months) PHD.NHE.i.1: Communicates hunger and when full.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry.

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Mobile Infant (by 18 months) PHD.NHE.mi.1: Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.	**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.
Toddler (by 36 months) PHD.NHE.t.1: Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.	**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.
Pre 3 (by 48 months) PHD.NHE.p3.1: Eats a variety of foods. PHD.NHE.p3.2: Drinks from a cup without spilling and takes bites from whole foods.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Pre 4 (by 60 months) PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	**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.
Kindergarten (by the end of kindergarten) K-2 Content Standards for Nutrition: The students will begin to know and comprehend: 2.2: The role of food and nutrients in providing energy. 2.3: What is meant by a balanced diet. 2.4: The impact of food choices.	**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.

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2.5: Identifying the food groups. 2.6: The recommended daily requirements for water.	
E. Self-Care	
Young Infant (by 8 months) PHD.SC.i.1: Signals need by crying.	**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.
Mobile Infant (by 18 months) PHD.SC.mi.1: Expresses physical needs.	**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.
Toddler (by 36 months) PHD.SC.t.1: Washes hands and face with assistance. PHD.SC.t.2: May begin to initiate interest in self-toileting.	**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.
Pre 3 (by 48 months) PHD.SC.p3.1: Follows basic health practices with occasional reminders. PHD.SC.p3.2: Completes personal care tasks with some adult assistance.	**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.
Pre 4 (by 60 months) PHD.SC.p4.1: Follows basic health practices. PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Kindergarten (by the end of kindergarten)	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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K-2 Content Standards for Personal Health: The students will begin to know and comprehend: 2.2: How to maintain clean skin, hair, teeth and clothes. 2.4: The importance of personal health. 2.1: Steps to take for germ protection for disease prevention. 2.6: How germs are transmitted.	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.
F. Safety	
Young Infant (by 8 months) PHD.S.i.1: Shows preference for primary caregiver.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights.
Mobile Infant (by 18 months) PHD.S.mi.1: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Toddler (by 36 months) PHD.S.t.1: Follows adult interaction/guidance regarding safety. PHD.S.t.2: Differentiates between some harmful and safe situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
Pre 3 (by 48 months) PHD.S.p3.1: Knows common safety rules that have been discussed or taught. PHD.S.p3.2: Alerts adults to potentially harmful situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
Pre 4 (by 60 months)	**PD 3 Safety: Demonstrates safe practices**

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PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support. PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support. PHD.S.p4.3: Identifies how adults help to keep us safe.	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. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Kindergarten (by the end of kindergarten) K-2 Content Standards for Injury Prevention and Safety: The students will begin to know and comprehend: 2.1: Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.). 2.2: Emergency and non-emergency situations. 2.5: Strategies to report verbal, mental and physical harm.	**PD 3 Safety: Demonstrates safe practices** PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.
Social-Emotional Development (SED)	
A. Character Development	
1. Foundations of Character Development: a. Develop understanding of appropriate behaviors.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months)	

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No examples are provided at this age range in the KELS.	
Pre 3 (by 48 months) SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Pre 4 (by 60 months) SED.CD.p4.1: Follows adult guidelines and expectations for appropriate 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.
Kindergarten (by the end of kindergarten) SED.CD.K.1: Recognizes and celebrates the natural beneficial consequence of acts of character. SED.CD.K.2: Identifies community needs in the larger community, discusses effects on the community and identifies positive, responsible action. SED.CD.K.3: Learns about ethical reasoning by giving examples of what makes behaviors appropriate and inappropriate. SED.CD.K.4: Exhibits clear and consistent expectations of good character throughout all school activities and in all areas of the school. SED.CD.K.5: Learns about, receives and accepts feedback for responsible actions in academic and behavioral skills.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
1. Foundations of Character Development: b. Foster caring attachments between fellow children, staff and the community.	
Young Infant (by 8 months)	**SED 3a Social relationships: Develops relationships with adults**

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SED.CD.i.1: Initiates and engages in reciprocal interactions with familiar adults.	SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Mobile Infant (by 18 months) SED.CD.mi.1: Participates in routines and experiences that involve give-and-take interaction with familiar adults.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Toddler (by 36 months) SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems. SED.CD.t.2: Feels comfortable in a variety of places with familiar 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.
Pre 3 (by 48 months) SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **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”.
Pre 4 (by 60 months) SED.CD.p4.2: Recognizes effect of own behavior on others most of the time. SED.CD.p4.3: Recognizes examples and nonexamples of words and actions that are helpful or hurtful.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **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”.
Kindergarten (by the end of kindergarten) SED.CD.K.6: Recognizes characteristics of a caring relationship.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

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SED.CD.K.7: Recognizes characteristics of a hurtful relationship.	SED 3a.7 Describes characteristics of trusted adults and seeks help when needed. **SED 3b Social relationships: Develops relationships with peers** SED 3b.6 Describes personal friendships and meaningful relationships. SED 3b.7 Describes characteristics of positive friendships and how to build positive relationships.
1. Foundations of Character Development: c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.	
Young Infant (by 8 months) SED.CD.i.2: Begins to form relationships with consistent caregivers.	**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 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Mobile Infant (by 18 months) SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	**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 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.
Toddler (by 36 months) SED.CD.t.3: Begins to separate from caregiver more easily.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.2 Explores different facial expressions, such as in pictures.

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	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.
Pre 3 (by 48 months) SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Pre 4 (by 60 months) SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Kindergarten (by the end of kindergarten) SED.CD.K.8: Demonstrates caring and respect for others. SED.CD.K.9: Describes active listening.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
1. Foundations of Character Development: d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months) *No examples are provided at this age range in the KELS.*	

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Pre 3 (by 48 months) SED.CD.p3.4: Expresses interests, acceptance, affection for others.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
Pre 4 (by 60 months) SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
Kindergarten (by the end of kindergarten) SED.CD.K.10: Recognizes and defines bullying and teasing. K-2: Illustrates or demonstrates what “tattling” is and what “telling” or “reporting” is. SED.CD.K.11: Models positive peer interactions.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.6 Describes personal friendships and meaningful relationships. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help. SED 3a.7 Describes characteristics of trusted adults and seeks help when needed. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
B. Responsible Decision-Making & Problem-Solving	
1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months)	**SED 4b Problem-Solving: Responsible decision-making**

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SED.R.mi.1: Shows emerging signs of responding to choices offered by adults to help guide behavior.	SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices.
Toddler (by 36 months) SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	**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.
Pre 3 (by 48 months) SED.R.p3.1: Begin to understand consequences of own actions with adult support.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
Pre 4 (by 60 months) SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	**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.
Kindergarten (by the end of kindergarten) SED.R.K.1: Identify and illustrate safe and unsafe situations. SED.R.K.2: State the difference between appropriate and inappropriate behaviors. SED.R.K.3: Explain the consequences and rewards of individual and community actions.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.5 Makes independent choices based on rules and fairness. **PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
2. Demonstrates awareness of personal time and responsibilities within predictable routines.	
Young Infant (by 8 months)	

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No examples are provided at this age range in the KELS.	
Mobile Infant (by 18 months) SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. **SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.
Toddler (by 36 months) SED.R.t.2: Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **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.”.
Pre 3 (by 48 months) SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an 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. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Pre 4 (by 60 months) SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	**SED 2b Self-Regulation: Follows routines and transitions** 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 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

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Kindergarten (by the end of kindergarten) SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each. SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. **SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events.
3. Develop, implement and model effective problem-solving skills.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) SED.R.mi.3: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Toddler (by 36 months) SED.R.t.3: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Pre 3 (by 48 months) SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult. SED.R.p3.4: Uses simple conflict resolution techniques.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SED 2a Self-Regulation: Manages feelings and behavior**

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	SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Pre 4 (by 60 months) SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults. SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	**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 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.
Kindergarten (by the end of kindergarten) SED.R.K.6: Develops self-control skills (e.g., stop, take a deep breath and relax). SED.R.K.7: Identifies and illustrates the problem. SED.R.K.8: Identifies desired outcome. SED.R.K.9: Identifies possible solutions and the pros and cons of each solution. SED.R.K.10: Identifies and selects the best solution. SED.R.K.11: Puts the solution into action. SED.R.K.12: Reflects on the outcome of the solution.	**SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. SED 4a.7 Explains the sequence of their problem solving strategy. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
C. Personal Development	
1. Self-Awareness: a. Expresses and develops an understanding of thoughts and emotions of self and others.	

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Young Infant (by 8 months) SED.PD.i.1: Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Mobile Infant (by 18 months) SED.PD.mi.1: Communicates a variety of emotions purposefully and intentionally.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Toddler (by 36 months) SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express them.	**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.
Pre 3 (by 48 months) SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support. SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Pre 4 (by 60 months) SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy with adult support. SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Kindergarten (by the end of kindergarten) SED.PD.K.1: Identifies and describes basic emotions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.

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SED.PD.K.2: Identifies situations that might evoke emotional responses. SED.PD.K.3: Identifies positive and negative emotions.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion.
1. Self-Awareness: b. Develops and communicates a sense of self and positive identity.	
Young Infant (by 8 months) SED.PD.i.2: Begins to understand self as separate person from others.	**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.
Mobile Infant (by 18 months) SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	**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.
Toddler (by 36 months) SED.PD.t.2: Shows awareness of self as belonging to one or more groups. SED.PD.t.3: Identifies own feelings, needs and interests.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Pre 3 (by 48 months) SED.PD.p3.3: Describes self by using several basic characteristics. SED.PD.p3.4: States basic personal information, like name and age. SED.PD.p3.5: Displays awareness of own thoughts and feelings.	**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.
Pre 4 (by 60 months)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self.

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SED.PD.p4.3: Describes characteristics of self and in relationship to others. SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Kindergarten (by the end of kindergarten) SED.PD.K.4: Identifies personal likes and dislikes. SED.PD.K.5: Identifies personal strengths and weaknesses. SED.PD.K.6: Identifies consequences of behaviors. SED.PD.K.7: Asks clarifying questions. SED.PD.K.8: Identifies positive responses to problems (e.g., get help, try harder, use a different solution). SED.PD.K.9: Identifies people, places and other resources to go for help (e.g., parents, relatives, school personnel).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.6 Identifies own strengths and personal talents. SED 1a.7 Apply strengths to accomplish a task and exhibits pride in personal accomplishments. SED 1a.8 Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help. **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”.
2. Self-Management: a. Understand and practice strategies for managing emotions and behaviors.	
Young Infant (by 8 months) SED.PD.i.3: Begins to self soothe in simple ways. SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Mobile Infant (by 18 months)	**SED 2a Self-Regulation: Manages feelings and behavior**

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SED.PD.mi.3: Self soothes in a variety of ways. SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Toddler (by 36 months) SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	**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.
Pre 3 (by 48 months) SED.PD.p3.6: Makes personal needs and desires known. SED.PD.p3.7: Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.	**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. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Pre 4 (by 60 months) SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time. SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	**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.
Kindergarten (by the end of kindergarten) SED.PD.K.10: Describes and practices sending effective verbal and nonverbal messages. SED.PD.K.11: Recognizes behavior choices in response to situations.	**SED 2a Self-Regulation: Manages feelings and behavior** 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.

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2. Self-Management: b. Reflect on perspectives and emotional responses.	
Young Infant (by 8 months) SED.PD.i.5: Imitates the expression of feelings of those around them.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Mobile Infant (by 18 months) SED.PD.mi.5: Demonstrates an awareness of others' feelings.	**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. SED 3d.2 Explores different facial expressions, such as in pictures.
Toddler (by 36 months) SED.PD.t.5: May respond to peer's distress by doing something to make him/her feel better.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Pre 3 (by 48 months) SED.PD.p3.8: Recognizes own feelings when an adult labels them.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.
Pre 4 (by 60 months)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.

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SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	
Kindergarten (by the end of kindergarten) SED.PD.K.12: Describes common responses to failures and disappointments.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.5 Recognizes that feelings can change. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
2. Self-Management: c. Set, monitor, adapt and evaluate goals to achieve success in social settings.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months) *No examples are provided at this age range in the KELS.*	
Pre 3 (by 48 months) SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Pre 4 (by 60 months) SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.

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	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
Kindergarten (by the end of kindergarten) SED.PD.K.13: Defines success and the process of goal setting. SED.PD.K.14: Identifies personal goals and home goals (e.g., dreams, aspirations, hopes). SED.PD.K.15: Identifies factors that lead to goal achievement and success (e.g., confidence, motivation, understanding). SED.PD.K.16: Identifies specific steps for achieving a particular goal.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1c.6 Revisits a familiar task or activity with a different approach. SED 1c.7 Revisits and plans a familiar task and describes ways to improve results. SED 1c.8 Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
D. Social Development	
1. Social Awareness: a. Demonstrate awareness of the thoughts, feelings and perspectives of others.	
Young Infant (by 8 months) SED.SD.i.1: Reacts to emotional expressions of others.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Mobile Infant (by 18 months) SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	**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.
Toddler (by 36 months) SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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SED.SD.t.2: Responds in caring ways to another's distress in some situations.	
Pre 3 (by 48 months) SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Pre 4 (by 60 months) SED.SD.p4.1: Responds to needs of others and people in distress in caring ways. SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	**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.
Kindergarten (by the end of kindergarten) SED.SD.K.1: Identifies a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice). SED.SD.K.2: Identifies possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy"). SED.SD.K.3: Identifies possible behaviors and anticipates reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why.
1. Social Awareness: b. Express comfort and joy in human diversity and develop accurate language for differences.	
Young Infant (by 8 months) SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	**SS 1c Culture & Community: Respects diversity** SS 1c.1 Sees diverse features of people in books, toys or media.

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Mobile Infant (by 18 months) SED.SD.mi.2: Identifies similarities and differences in objects and people.	**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.
Toddler (by 36 months) SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities. SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Pre 3 (by 48 months) SED.SD.p3.2: Compares own characteristics with those of others.	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Pre 4 (by 60 months) SED.SD.p4.3: Recognizes and respects similarities and differences between self and others. SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	**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.
Kindergarten (by the end of kindergarten) SED.SD.K.4: Describes ways that people are similar and different. SED.SD.K.5: Uses respectful language and actions with conflict or differences of opinion.	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
2. Interpersonal Skills: a. Demonstrate communication and social skills to interact effectively.	

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Young Infant (by 8 months) SED.SD.i.3: Shows interest in other children. SED.SD.i.4: Repeats actions that elicit social responses from others.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Mobile Infant (by 18 months) SED.SD.mi.3: Briefly engages in simple interaction with another child.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Toddler (by 36 months) SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	**SED 3c Social relationships: Participates cooperatively in groups** 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.
Pre 3 (by 48 months) SED.SD.p3.3: Follows rules and simple one-two-step directions. SED.SD.p3.4: Begins to display socially competent behavior with peers. SED.SD.p3.5: Begins to participate in conversational turn-taking.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
Pre 4 (by 60 months) SED.SD.p4.5: Displays socially competent behavior with peers. SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	**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.

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SED.SD.p4.7: Demonstrates strategies to join a play group with adult support. SED.SD.p4.8: Invites other children to join groups or activities.	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.
Kindergarten (by the end of kindergarten) SED.SD.K.6: Follows rules that respect classmates' needs and uses polite language (e.g., waits for his or her turn, stands in line, lets classmate finish speaking). SED.SD.K.7: Uses "I" statements. SED.SD.K.8: Pays attention to others when they are speaking. SED.SD.K.9: Understands the importance of respecting personal space. SED.SD.K.10: Recognizes how facial expressions, body language and tone communicate feelings. SED.SD.K.11: Takes turns and practices sharing. SED.SD.K.12: Practices sharing encouraging comments. SED.SD.K.13: Identifies and demonstrates good manners.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
2. Interpersonal Skills: b. Develop and maintain positive relationships.	
Young Infant (by 8 months) SED.SD.i.5: Initiates and engages in give-and-take interactions with familiar adults.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Mobile Infant (by 18 months)	**SED 3a Social relationships: Develops relationships with adults**

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SED.SD.mi.4: Participates in routines and experiences that involve give-and-take interactions with familiar 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.
Toddler (by 36 months) SED.SD.t.6: Seeks out trusted adult for comfort or support. SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	**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.
Pre 3 (by 48 months) SED.SD.p3.6: Shows interest in having a friend.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
Pre 4 (by 60 months) SED.SD.p4.9: Develops friendships with one or two preferred peers. SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment. SED.SD.p4.11: Adjusts behavior to different settings.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.
Kindergarten (by the end of kindergarten) SED.SD.K.14: Recognizes how various relationships in life are different. SED.SD.K.15: Identifies and practices appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help. **SED 3b Social relationships: Develops relationships with peers** SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.

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	SED 3b.6 Describes personal friendships and meaningful relationships. SED 3b.7 Describes characteristics of positive friendships and how to build positive relationships. SED 3b.8 Describes different types of relationships. Takes care of self, others and considers the needs of others.
2. Interpersonal Skills: c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) SED.SD.mi.5: Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Toddler (by 36 months) SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults. SED.SD.t.9: Seeks adult assistance when encountering a problem.	**SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **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.
Pre 3 (by 48 months) SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Pre 4 (by 60 months) SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	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.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Kindergarten (by the end of kindergarten) SED.SD.K.16: Identifies conflict. SED.SD.K.17: Identifies what actions cause conflict. SED.SD.K.18: Identifies appropriate and inappropriate ways to resolve conflict.	**SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
Communication and Literacy (CL)	
A. Speaking and Listening	
1. Conversation and Comprehension	
Young Infant (by 8 months) CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others. CL.SL.i.2: Listens to and begins to respond to familiar words. CL.SL.i.3: Uses gestures, movements or vocalizations to gain the attention of a familiar person.	**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. **LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking.
Mobile Infant (by 18 months)	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic.

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CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and one or two words. CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around them. CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met.	**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 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.
Toddler (by 36 months) CL.SL.t.1: In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation. CL.SL.t.1a: In a conversation with a peer or caregiver, sustains a conversation with two or more turns. CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions. CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **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 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
Pre 3 (by 48 months) CL.SL.p3.1: Participates in conversations with a small group. CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions. CL.SL.p3.1b: Continues a conversation through two or three exchanges.	**LLD 2b Communication: Uses conversational skills** 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.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **LLD 1a Listening: Understands and interprets language**

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CL.SL.p3.2: Asks and answers “Who, What, Where” questions.	LLD 1a.4 Listens, then responds appropriately.
Pre 4 (by 60 months) CL.SL.p4.1: Participates in conversations in increasing group sizes. CL.SL.p4.1a: Follows agreed-upon rules for discussions. CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic. CL.SL.p4.2: Asks and answers questions and makes predictions.	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately.
Kindergarten (by the end of kindergarten) SL.K.1: Participates in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1a: Follows agreed-upon rules for discussions. SL.K.1b: Extends a conversation through multiple exchanges. SL.K.2: Confirms sequence of events of a read-aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.3: Asks and answers questions in order to seek help, get information or clarify something that is not understood.	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation. LLD 2b.8 Asks for clarification about information or topics that occur during a conversation. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 1a Listening: Understands and interprets language** LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1a.7 Shows understanding about key details from information or stories shared verbally.
2. Expressive Language	

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Young Infant (by 8 months) CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs. CL.SL.i.5: Uses differing cries to signal various needs. CL.SL.i.6: Uses some consonant vowel (CV) combinations.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate.
Mobile Infant (by 18 months) CL.SL.mi.4: Demonstrates an understanding of a few simple concepts. CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what the child says.	**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 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment.
Toddler (by 36 months) CL.SL.t.4: Uses words to label actions. CL.SL.t.5: Uses language to express wants and needs, likes and dislikes. CL.SL.t.6: Speaks so that familiar listeners can understand ideas, feelings and needs.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Pre 3 (by 48 months) CL.SL.p3.3: Begins to describe familiar people, places, things and events with support. CL.SL.p3.4: Begins to describe objects and actions depicted in pictures.	**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 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

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CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	
Pre 4 (by 60 months) CL.SL.p4.3: Able to describe familiar people, places, things and events with support. CL.SL.p4.4: Able to tell another person about what they have drawn. CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **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.
Kindergarten (by the end of kindergarten) SL.K.4: Uses details to describe familiar people, places, things or events with prompting and support. SL.K.5: Adds drawings or other visual displays to supply additional detail to descriptions. SL.K.6: Speak with appropriate volume, enunciation and rate to express thoughts, feelings and ideas clearly.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics. LLD 2a.8 Uses expression, tone and pacing to reinforce the meaning of what they are communicating. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
B. Language	
1. Conventions of Language	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	

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Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months) CL.LS.t.1: Begins to use frequently occurring nouns and verbs when speaking. CL.LS.t.2: Begins to combine words.	**LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences.
Pre 3 (by 48 months) CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking. CL.LS.p3.1a: Begins to make letter-like forms and print some letters. CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking. CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/or /es/. CL.LS.p3.1d: Understands and uses some question words. CL.LS.p3.1e: Uses some prepositions. CL.LS.p3.1f: Communicates using at least three- to four-word sentences. CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.	**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 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.
Pre 4 (by 60 months)	**LLD 2c Communication: Uses sentence structure** LLD 2c.5 Communicates in simple, complete sentences.

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CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking. CL.LS.p4.1a: Prints some uppercase and lowercase letters. CL.LS.p4.1b: Uses basic nouns and verbs. CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/or /es/on a more frequent basis. CL.LS.p4.1d: Understands and uses most question words. CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions. CL.LS.p4.1f: Produces complete sentences in shared language activities. CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. **LLD 7a Writing: Emergent writing** LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Kindergarten (by the end of kindergarten) SL.K.7: Demonstrates command of the conventions of standards English grammar and usage when speaking. SL.K.7.a: Uses frequently occurring nouns and verbs in speech. SL.K.7.b: Forms regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish, wishes). SL.K.7.c: Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).	**LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

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SL.K.7.d: Uses the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7.e: Produces and expands complete sentences in shared language activities. SL.K.8: Uses words and phrases acquired through conversations, reading and read-alouds.	
2. Vocabulary Acquisition and Use	
Young Infant (by 8 months) CL.LS.i.1: Recognizes the names of familiar people and objects.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. **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.
Mobile Infant (by 18 months) CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around them.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. **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.
Toddler (by 36 months) CL.LS.t.3: Shows an understanding of requests and statements referring to familiar people and objects.	**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 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
Pre 3 (by 48 months)	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

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CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word. CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites. CL.LS.p3.4a: Distinguishes among a few verbs describing the same general action. CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Pre 4 (by 60 months) CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult. CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites. CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Kindergarten (by the end of kindergarten) RL.K.11: Determines or clarifies the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RL.K.11.a: Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb “duck”).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word. LLD 2d.8 Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.

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RL.K.11.b: Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. RL.K.12: With guidance and support from adults, explores word relationships and nuances in word meanings to expand language comprehension. RL.K.12.a: Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RL.K.12.b: Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RL.K.12.c: Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). RL.K.12.d: Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
C. Literature	
1. Identifying and finding meaning, details and ideas from literature.	
Young Infant (by 8 months) CL.L.i.1: Sits on an adult's lap while being read to and gazes at pictures in books and pats individual 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.
Mobile Infant (by 18 months) CL.L.mi.1: Responds to a verbal prompt by pointing to a requested picture.	**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.

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Toddler (by 36 months) CL.L.t.1: With prompting and support, asks and answers simple questions about a book or story's content using pictures. CL.L.t.2: Retells some events from a familiar book or story with close adult prompting.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.
Pre 3 (by 48 months) CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content. CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Pre 4 (by 60 months) CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story. CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy. CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Kindergarten (by the end of kindergarten) RI.K.1: With prompting and support, asks and answers questions about key details in a text. RI.K.2: With prompting and support, identifies the main topic and retells key details of a text.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.

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RI.K.3: With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.	
2. Structure and Format	
Young Infant (by 8 months) CL.L.i.2: Shows interest in books, pictures, songs and rhyming.	**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.
Mobile Infant (by 18 months) CL.L.mi.2: Attends to reading books, telling stories and singing.	**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.
Toddler (by 36 months) CL.L.t.3: Actively participates in book reading, storytelling and singing. CL.L.t.4: Identifies the front cover of a book to orient the book correctly for reading.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Pre 3 (by 48 months) CL.L.p3.3: Exhibits curiosity and interest in learning new words. CL.L.p3.4: Interacts with a variety of books. CL.L.p3.5: Understands that books have both illustrations and print. CL.L.p3.6: Identifies the front and back cover of a book.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Pre 4 (by 60 months)	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text**

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CL.L.p4.4: Asks and answers questions about unknown words in a book. CL.L.p4.5: Interacts with a larger variety of books and text. CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Kindergarten (by the end of kindergarten) RI.K.4: Asks and answers questions about unknown words in a text. RI.K.5: Identifies the front cover, back cover and title page of a book. RI.K.6: Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
3. Integration of Knowledge and Ideas	
Young Infant (by 8 months) CL.L.i.3: Shows interest in photographs of familiar people/objects.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read.
Mobile Infant (by 18 months) CL.L.mi.3: Points to familiar pictures in a book. CL.L.mi.4: Names familiar people/objects in photographs.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page.
Toddler (by 36 months)	**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.

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CL.L.t.5: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story. CL.L.t.6: Relates characteristics or actions of the characters in a story to self. CL.L.t.7: Draws meaning from pictures, print and text.	LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Pre 3 (by 48 months) CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book. CL.L.p3.8: With prompting and support, compares and contrasts the adventures and experiences of the characters to self.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Pre 4 (by 60 months) CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story. CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories. CL.L.p4.9: With prompting and support, answers “wh” questions, such as what, when, where or why, based on information presented in the book or story.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.6 With support, compares similarities between two texts.
Kindergarten (by the end of kindergarten) RI.K.7: With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.6 With support, compares similarities between two texts. LLD 6a.7 Makes many text-to-text, text- to-self and text-to-real-world connections. Compares similarities and differences between texts.

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RI.K.8: With prompting and support, identifies the reasons an author gives to support points in a text. RI.K.9: With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	
4. Range of Reading and Level of Text Complexity	
Young Infant (by 8 months) CL.L.i.4: Listens briefly to stories being read by an adult.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **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.
Mobile Infant (by 18 months) CL.L.mi.5: Listens to books and stories being read by an adult.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Toddler (by 36 months) CL.L.t.8: Engages in reading activities with an adult and one or two peers.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.
Pre 3 (by 48 months) CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Pre 4 (by 60 months)	**LLD 6a Reading Comprehension: Responds to text**

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CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Kindergarten (by the end of kindergarten) RI.K.13: Actively engages in individual or group readings of informational text with purpose and understanding.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.6 With support, compares similarities between two texts.
D. Foundational Reading Skills	
1. Print Concepts	
Young Infant (by 8 months) CL.F.i.1: Explores books by touching, patting and mouthing.	**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.
Mobile Infant (by 18 months) CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.
Toddler (by 36 months) CL.F.t.1: Holds a book right side up to look at pictures. CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Pre 3 (by 48 months) CL.F.p3.1: Shows an understanding that print conveys meaning. CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	**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.

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CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print). CL.F.p3.1c: Recognizes letters in their name.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name.
Pre 4 (by 60 months) CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print. CL.F.p4.1a: Follows words from left to right, top to bottom and page by page. CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters. CL.F.p4.1c: Recognizes that letters are grouped to form words. CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
Kindergarten (by the end of kindergarten) RF.K.1: Demonstrates understanding of the organization and basic features of print. RF.K.1.a: Follows words from left to right, top to bottom and page by page. RF.K.1.b: Recognizes that spoken words are represented in written language by specific sequences of letters. RF.K.1.c: Understands that words are separated by spaces in print and can point with one-to-one correspondence.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.5 Identifies some punctuation and recognizes spaces between words. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 4.6 Identifies all upper- and lowercase letters and letter sounds.

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RF.K.1.d: Recognizes and names all uppercase and lowercase letters of the alphabet.	
2. Phonological Awareness	
Young Infant (by 8 months) CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds. CL.F.i.3: Recognizes sounds that pertain to their native language.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”.
Mobile Infant (by 18 months) CL.F.mi.2: Shows a varied response to sounds in the environment. CL.F.mi.3: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Toddler (by 36 months) CL.F.t.3: Differentiates between sounds that are the same and different. CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted.
Pre 3 (by 48 months) CL.F.p3.2: Plays with the sounds of language. CL.F.p3.2a: Distinguishes whether two words rhyme or not. CL.F.p3.2b: Blends compound words and syllables in spoken words. CL.F.p3.2c: Identifies two words that start with the same sound.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.

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CL.F.p3.3: Begins to recognize and “read” familiar words or environmental print.	**LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.
Pre 4 (by 60 months) CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds. CL.F.p4.2a: Recognizes rhyming words. CL.F.p4.2b: Produces rhyming words. CL.F.p4.2c: Blends syllables in spoken words. CL.F.p4.2d: Segments syllables in spoken word. CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words. CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words. CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Kindergarten (by the end of kindergarten) RF.K.2: Demonstrates understanding of phonemes (sounds). RF.K.2.a: Manipulates (segment, blend or substitute) sounds in the initial, final and medial positions (phonemic awareness). RF.K.2.b: Isolates and pronounces the initial, medial vowel and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words. LLD 3c.7 Segments phonemes in words. LLD 3c.8 Substitutes and deletes phonemes in words. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.

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or CVC) words. This does not include CVC ending with /l/, /r/or /x/. (Phonemic awareness). RF.K.2.c: Counts, produces, blends and segments syllables in spoken words. RF.K.2.d: Blends and segments onsets and rimes (word families) of single-syllable spoken words.	
3. Fluency	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) CL.F.mi.4: Begins to vocalize as if reading when looking at a book.	**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.
Toddler (by 36 months) CL.F.t.5: Imitates reading in play.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities.
Pre 3 (by 48 months) CL.F.p3.4: Begins to identify own name in print.	**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.
Pre 4 (by 60 months) CL.F.p4.4: Identifies own name in print. CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.	**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.
Kindergarten (by the end of kindergarten) RF.K.4: Reads decodable texts that support instruction.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words**

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	LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. LLD 4.7 Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.
E. Writing	
Young Infant (by 8 months) CL.W.i.1: Shows ability to transfer and manipulate an object with hands. CL.W.i.2: Grasps objects using the entire hand.	**LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material. **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.
Mobile Infant (by 18 months) CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp). CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **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.
Toddler (by 36 months) CL.W.t.1: Uses thumb and fingers of one hand to hold writing tools. CL.W.t.2: Begins to use drawing to represent objects and ideas.	**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. **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.

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	PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Pre 3 (by 48 months) CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas. CL.W.p3.2: Uses consistent marks to represent their name when writing. CL.W.p3.3: With guidance and support, imitates shapes and strokes. CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas. CL.W.p3.5: Participates in shared writing projects. CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Pre 4 (by 60 months) CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. CL.W.p4.2: Recognizably writes most of the letters in their name. CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing. CL.W.p4.5: Participates in shared research and writing projects.	**LLD 7a Writing: Emergent writing** LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

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CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	
Kindergarten (by the end of kindergarten) W.K.1: Uses a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and states an opinion or preference about the topic or book. W.K.2: Uses a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Uses a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.5: With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6: With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7: Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**LLD 7a Writing: Emergent writing** LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy. LLD 7a.7 Writes simple sentences. Begins to use conventional spelling. LLD 7a.8 Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7b.7 Writes to give information about a topic, including some facts. Provides a concluding statement. LLD 7b.8 Writes ideas or groups information in logical order. Uses descriptive words in writing. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.

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W.K.8: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question. W.K.10: Demonstrates command of the conventions of standards English grammar and usage when writing. W.K.10.a: Correctly forms uppercase and lowercase letters with line awareness. W.K.10.b: Uses frequently occurring nouns and verbs in writing. W.K.10.c: Understands and uses question words. W.K.10.d: Uses the most frequently occurring prepositions in written work. W.K.10.e: Produces and expands complete sentences in shared language activities. W.K.11: Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11.a: Capitalizes the first word in a sentence and the pronoun I. W.K.11.b: Recognizes and names end punctuation. W.K.11.c: Writes a letter or letters for most consonant and short vowel sounds. W.K.11.d: Spells simple words phonetically, drawing on knowledge of letter-sound relationships.	
Mathematical Knowledge (M)	
A. Counting and Cardinality	

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1. Know number names and counting sequence.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) M.CC.mi.1: Names some number words but not in sequence.	**M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order.
Toddler (by 36 months) M.CC.t.1: Verbally counts in sequence to three.	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five.
Pre 3 (by 48 months) M.CC.p3.1: Counts in sequence to 10. M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five.
Pre 4 (by 60 months) M.CC.p4.1: Counts in sequence to 20. M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	**M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty. M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number. **M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Kindergarten (by the end of kindergarten) K.CC.1: Counts to 100 by ones and by 10s.	**M 1a Number Sense: Verbally counts numbers** M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.

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K.CC.2: Counts forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3: Writes numbers from 0 to 20.	**M 1b Number Sense: Identifies and writes numerals** M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.
2. Count to identify the number of objects.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) M.CC.mi.2: Attends to quantities when interacting with objects.	**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.2 Recognizes amounts up to two without counting.
Toddler (by 36 months) M.CC.t.2: Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much. M.CC.t.3: Shows understanding of one-to-one correspondence.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting.
Pre 3 (by 48 months) M.CC.p3.3: Uses one-to-one correspondence during play situations. M.CC.p3.4: Initiates counting without prompting. M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **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.

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Pre 4 (by 60 months) M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality). M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object. M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted. M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** 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.
Kindergarten (by the end of kindergarten) K.CC.4: Understands the relationship between numbers and quantities; connects counting to cardinality. K.CC.4a: When counting objects, says the number names in sequential order, pairing each object with one, and only one, number name and each number name with one, and only one, object. K.CC.4b: Understands that the last number name said tells the number of objects counted. Understands that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4c: Understands successive number name refers to a quantity that is one larger.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.

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K.CC.5: Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.	
3. Compare Numbers	
Young Infant (by 8 months) M.CC.i.1: Holds an object in each hand.	**M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight.
Mobile Infant (by 18 months) M.CC.mi.3: Places objects using one-to-one correspondence but does not fully understand this creates equal groups.	**M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting.
Toddler (by 36 months) M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (e.g., one collection is at least twice the other).	**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.
Pre 3 (by 48 months) M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five. M.CC.p3.7: When shown a collection of up to three items, creates another collection of equal amounts.	**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.
Pre 4 (by 60 months) M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	**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.

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M.CC.p4.7: Subitizes to five. M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	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. **M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.
Kindergarten (by the end of kindergarten) K.CC.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies). K.CC.7: Compares two numbers between 1 and 10 presented as written numerals.	**M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal. **M 1b Number Sense: Identifies and writes numerals** M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
B. Operations and Algebraic Thinking	
1. Understand addition as putting together and subtraction as taking from.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months) M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group.	**M 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted. **M 5 Patterns: Copies, creates and extends patterns**

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M.OA.t.2: Copies and anticipates a repeating pattern.	M 5.3 Fills in the missing piece of an AB pattern.
Pre 3 (by 48 months) M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations. M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	**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 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.
Pre 4 (by 60 months) M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations. M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects. M.OA.p4.3: Identifies patterns in the real world and in numbers.	**M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting. **M 5 Patterns: Copies, creates and extends patterns** M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
Kindergarten (by the end of kindergarten) K.OA.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. K.OA.2: Solves addition and subtraction word problems and adds and subtracts within 10 (e.g., by using objects or drawings to represent the problem).	**M 1e Number Sense: Addition and subtraction** M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.

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K.OA.3: Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.4: For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. K.OA.5: Fluently adds and subtracts within 5.	M 1c.7 Identifies the number combinations that add up to five. M 1c.8 Decomposes numbers less than or equal to ten in more than one way.
C. Measurement and Data	
1. Describe and compare measurable attributes.	
Young Infant (by 8 months) M.MD.i.1: Explores properties of objects.	**M 4a Measurement: Measures and estimates** M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment.
Mobile Infant (by 18 months) M.MD.mi.1: Shows awareness of the size of objects where the size difference is great.	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.
Toddler (by 36 months) M.MD.t.1: Starts to use words to describe measurable attributes.	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects.
Pre 3 (by 48 months)	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects.

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M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.	M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object.
Pre 4 (by 60 months) M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight). M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.	**M 4a Measurement: Measures and estimates** M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object.
Kindergarten (by the end of kindergarten) K.MD.1: Describes measurable attributes of objects (e.g., length or weight). Describes several measurable attributes of a single object. K.MD.2: Directly compares two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describes the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter).	**M 4a Measurement: Measures and estimates** M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object.
2. Classify objects and count the number of objects in each category.	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months)	**M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.

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M.MD.mi.2: Matches two objects that are the same and selects similar items from a group.	M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Toddler (by 36 months) M.MD.t.2: Groups two or more objects by one attribute. M.MD.t.3: Names groups of one to two items (precursor to subitizing).	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Pre 3 (by 48 months) M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature.
Pre 4 (by 60 months) M.MD.p4.3: Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity. M.MD.p4.4: Collects data by categories to answer simple questions.	**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.
Kindergarten (by the end of kindergarten) K.MD.3: Classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count.	**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.
D. Geometry	
1. Identify and describe shapes.	
Young Infant (by 8 months) M.G.i.1: Focuses attention on size, color and shape of objects in the environment.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.

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Mobile Infant (by 18 months) M.G.mi.1: Explores geometric shapes through manipulating 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.
Toddler (by 36 months) M.G.t.1: Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles) M.G.t.2: Demonstrates an understanding of simple location/position words.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Pre 3 (by 48 months) M.G.p3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles) M.G.p3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. **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.
Pre 4 (by 60 months) M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres) M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.
Kindergarten (by the end of kindergarten) K.G.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). (Squares,	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.

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circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) K.G.2: Correctly names shapes regardless of their orientations or overall size. K.G.3: Identifies shapes as two dimensional (lying in a plane, “flat”) or three-dimensional (solid”).	M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.
2. Analyze, compare, create and compose shapes.	
Young Infant (by 8 months) M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.
Mobile Infant (by 18 months) M.G.mi.2: Uses trial-and-error strategies to fit objects together.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. **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.
Toddler (by 36 months) M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **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.
Pre 3 (by 48 months)	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.

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M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes. M.G.p3.4: Plays with and manipulates shapes.	**M 2a Spatial Awareness: Understands how objects move in space.** M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.
Pre 4 (by 60 months) M.G.p4.3: Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes. M.G.p4.4: Creates shapes during play by building, drawing, etc. M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. **M 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.
Kindergarten (by the end of kindergarten) K.G.4: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). K.G.5: Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6: Composes simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. M 2a.7 Creates complex pictures or objects by putting together or taking apart shapes.
Science (S)	
A. Scientific Inquiry	

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Young Infant (by 8 months) S.SI.i.1: Uses senses to investigate their environment by mouthing, touching, shaking or dropping.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Mobile Infant (by 18 months) S.SI.mi.1: Acts intentionally to achieve a goal or when manipulating an object.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Toddler (by 36 months) S.SI.t.1: Uses five senses to observe objects, materials, organisms and events.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Pre 3 (by 48 months) S.SI.p3.1: Observes and experiments with how things work, seeks information from others. S.SI.p3.2: Provides simple verbal or signed descriptions. S.SI.p3.3: Begins to look for answers through active investigation.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Pre 4 (by 60 months) S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events. S.SI.p4.2: Provides greater detail in descriptions. S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.

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Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
B. Movement and Simple Machines	
Young Infant (by 8 months) S.MS.i.1: Occasionally uses simple problem-solving to reach objects. S.MS.i.2: Repeats behaviors to figure out cause and effect.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.1 Kicks feet or shakes arms to make other objects move.
Mobile Infant (by 18 months) S.MS.mi.1: Purposefully initiates actions on objects to make things happen. S.MS.mi.2: Notices objects in motion and acts on that object to replicate the motion.	**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.
Toddler (by 36 months) S.MS.t.1: Demonstrates an understanding of basic cause and effect. S.MS.t.2: Acts upon objects to see any novel movement their action causes.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
Pre 3 (by 48 months) S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.	**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.
Pre 4 (by 60 months) S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.

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and mechanical forces, such as ramps, gears, pendulums and other simple machines. S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.
Kindergarten (by the end of kindergarten) K-PS2-1: Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS3-C: Understands the relationship between energy and forces (e.g., a bigger push or pull makes things go faster). K-PS2-2: Analyzes data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull. K-PS2-A: Forces and motion: Understands that pushes and pulls can have different strengths and directions. K-PS2-B: Types of interactions: Understands that when objects touch or collide, they push one another and can change motion.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces. SCI 3a.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. SCI 3a.8 Explains how force is used to change the direction of moving objects.
C. Living Things	
Young Infant (by 8 months) S.LT.i.1: Shows interest in animals and living things.	**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.
Mobile Infant (by 18 months) S.LT.mi.1: Shows interest in and engages with living things.	**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.

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Toddler (by 36 months) S.LT.t.1: Names familiar objects, animals, body parts. S.LT.t.2: Begins to identify traits of living things, such as the need for food and water to survive.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.
Pre 3 (by 48 months) S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals. S.LT.p3.2: Understands that living things need water and food.	**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.
Pre 4 (by 60 months) S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments. S.LT.p4.2: Understands plants and animals need air, food and water.	**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.
Kindergarten (by the end of kindergarten) K-LS1-1: Uses observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-C: Organization for Matter and Energy Flow in Organisms: Understands that all animals need food in order to live and grow and that they obtain their food from plants or from other animals. Understands that plants need water and light to live and grow.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
D. Environment and Climate	

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Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) *No examples are provided at this age range in the KELS.*	
Toddler (by 36 months) S.EC.t.1: Beginning to identify basic weather occurrences.	**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.
Pre 3 (by 48 months) S.EC.p3.1: Makes simple observations of the weather.	**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.
Pre 4 (by 60 months) S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary. S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons. S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment. S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.

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S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.	
Kindergarten (by the end of kindergarten) K-ESS2-1: Uses and share observations of local weather conditions to describe patterns over time. K-ESS2-D: Weather and climate: Understands that weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. Understands that people measure these conditions to describe and record the weather and to notice patterns over time. K-ESS3-2: Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. K-ESS3-B: Natural hazards: Understands that some kinds of severe weather are more likely than others in a given region. Understands that weather scientists forecast severe weather so that communities can prepare for and respond to these events. K-PS3-1: Makes observations to determine the effect of sunlight on Earth's surface. K-PS3-2: Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. K-PS3-3-B: Conservations of Energy and Energy Transfer: Understands that sunlight warms the Earth's surface.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.5 Identifies current season and explains how weather affects personal life. SCI 2b.6 Explains that different places have disparate kinds of weather and climates. SCI 2b.7 Explains weather patterns and the basic properties and role of the sun, moon and earth.
E. Habitats and Human Impact	
Young Infant (by 8 months) S.HHI.i.1: Observes animals in their natural habitat.	**SCI 2a Natural & Earth Science: Understands living and nonliving things**

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	SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
Mobile Infant (by 18 months) S.HHI.mi.1: Begins to observe and place animals in categories (farm, zoo, etc.).	**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.
Toddler (by 36 months) S.HHI.t.1: Demonstrates an understanding that people and animals can live in different places. S.HHI.t.2: Enacts animals' activities in pretend play.	**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.
Pre 3 (by 48 months) S.HHI.p3.1: Comments on an animal's appearance, behavior or habitat. S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans. S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.	**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 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.
Pre 4 (by 60 months) S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats. S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** 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**

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S.HHI.p4.3: Recognizes actions impact the environment.	SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Kindergarten (by the end of kindergarten) K-ESS3-1: Uses a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. K-ESS3-A: Natural resources: Understands that living things need water, air and resources from the land, and they live in places that have the things they need; understands that humans use natural resources for everything they do. K-ESS3-3: Communicates solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. K-ESS3-C: Human Impacts on Earth Systems: Understands things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things. K-ESS2-1: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS2.E: Biogeology: Understands that plants and animals can change their environment.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. SCI 2a.7 Describes how a living thing's features and surroundings help it survive. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Social Studies (SS)	
A. Community	
Young Infant (by 8 months)	**SS 1a Culture & Community: Identifies community and family roles.**

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SS.C.i.1 Shows awareness of self and others.	SS 1a.1 Responds to and recognizes primary caregivers.
Mobile Infant (by 18 months) SS.C.mi.1: Prefers familiar adults over strangers.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Toddler (by 36 months) SS.C.t.1: Identifies family members by name.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.
Pre 3 (by 48 months) SS.C.p3.1: Names family members by relationships.	**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.
Pre 4 (by 60 months) SS.C.p4.1: Identifies leaders at home and school.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.
Kindergarten (by the end of kindergarten) Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences: Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.6 Compares roles, rules and responsibilities between different groups. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.7 Evaluates possible solutions and their consequences before acting. SED 4b.8 Demonstrates responsible decision-making by applying past experiences to new situations.

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Every choice comes with a cost. Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	
B. Economics	
Young Infant (by 8 months) SS.E.i.2: Demonstrates a beginning awareness of objects in the environment.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.1 Reaches for desired objects.
Mobile Infant (by 18 months) SS.E.mi.2: Identifies objects as “mine.”	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Toddler (by 36 months) SS.E.t.2: Begins to share with others and take turns with adult guidance.	**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. **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.
Pre 3 (by 48 months) SS.E.p3.2: Trades or exchanges materials or objects with others. SS.E.p3.3: Discriminates between “yours” and “mine.”	**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.

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Pre 4 (by 60 months) SS.E.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited. SS.E.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
Kindergarten (by the end of kindergarten) Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences: Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. Every choice comes with a cost. Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.7 Evaluates possible solutions and their consequences before acting. SED 4b.8 Demonstrates responsible decision-making by applying past experiences to new situations.
C. Geography	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months)	**SS 3a Geography: Identifies types of places**

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SS.G.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	SS 3a.1 Responds to changes in the immediate 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.
Toddler (by 36 months) SS.G.t.3: Talks about objects and people in familiar environments.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places.
Pre 3 (by 48 months) SS.G.p3.4: Uses words to indicate direction. SS.G.p3.5: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home. SS.G.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community.
Pre 4 (by 60 months) SS.G.p4.4: Identifies and correctly uses terms related to location, direction and distance. SS.G.p4.5: Creates simple “maps” or drawings of familiar places. SS.G.p4.6: Matches objects to usual locations and identifies features of familiar places.	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. **SS 3b Geography: Interacts with maps** SS 3b.5 Identifies what is represented on a map and draws pictures of current location. SS 3b.6 Recreates a map of something they cannot immediately see. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.
Kindergarten (by the end of kindergarten)	**SS 3a Geography: Identifies types of places**

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Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences: Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. Every choice comes with a cost. Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.7 Evaluates possible solutions and their consequences before acting. SED 4b.8 Demonstrates responsible decision-making by applying past experiences to new situations.
D. Kansas, United States and World History	
Young Infant (by 8 months) *No examples are provided at this age range in the KELS.*	
Mobile Infant (by 18 months) SS.H.mi.4: Recognizes and anticipates familiar routines.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Toddler (by 36 months) SS.H.t.4: Identifies routines and common occurrences in his/her life.	**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.”. **SED 2b Self-Regulation: Follows routines and transitions**

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	SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Pre 3 (by 48 months) SS.H.p3.7: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., “when I was a baby…” or “before I moved into my new house...”).	**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.
Pre 4 (by 60 months) SS.H.p4.7: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play. SS.H.p4.8: Names city and state where he/she lives. SS.H.p4.9: Demonstrates an understanding of time in the context of daily experiences.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events. **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.
Kindergarten (by the end of kindergarten) Kansas History, Government, and Social Studies Kindergarten Standard 1: Choices have consequences. History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences: Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate. Every choice comes with a cost.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.6 Retells historical, fictional or past events or stories. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.7 Evaluates possible solutions and their consequences before acting. SED 4b.8 Demonstrates responsible decision-making by applying past experiences to new situations.

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Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.	
Creative Arts (CA)	
A. Dance	
Young Infant (by 8 months) CA.D.i.1: Responds to sounds, visual images and motions. CA.D.i.2: Moves body when happy and excited.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways. **CA 2a Dance & Movement: Expresses through dance** CA 2a.1 Uses body language to express feelings.
Mobile Infant (by 18 months) CA.D.mi.1: Responds to familiar movement that has a beat or rhythm. CA.D.mi.2: Starts and stops with music cues with adult guidance. CA.D.mi.2a: Explores bending and stretching, small and big. CA.D.mi.3: Controls some body movements. CA.D.mi.3a: Demonstrates following simple directions.	**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 2a Dance & Movement: Expresses through dance** CA 2a.2 Uses purposeful gestures and body language to communicate. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm.
Toddler (by 36 months) CA.D.t.1: Bends, reaches, stretches, rocks, sways, shakes and kicks different parts of the body in response to music. CA.D.t.2: Stops and starts with music cues. CA.D.t.2a: Improvises movement to fast and slow music.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 1b Music: Develops rhythm** CA 1b.2 Responds to changes in rhythm.

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CA.D.t.3: Stops and starts with music cues. CA.D.t.3a: Improvises movement to fast and slow music.	
Pre 3 (by 48 months) CA.D.p3.1: Explores moving all body parts in isolation. CA.D.p3.1a: Explores cross-lateral movements. CA.D.p3.2: Moves one body part in response to a simple rhythm pattern. CA.D.p3.2a: Demonstrates the difference between still and moving. CA.D.p3.2b: Moves over, under and around objects. CA.D.p3.3: Creates high, medium and low shapes. CA.D.p3.3a: Explores and creates patterns. CA.D.p3.3b: Combines axial and locomotor movements together. CA.D.p3.4: Listens to musical cues and teacher instruction. CA.D.p3.4a: Dances with purpose attentive to music and instruction.	**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 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 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.
Pre 4 (by 60 months) CA.D.p4.1: Explores one body part in conjunction with other body parts, balances on one foot. CA.D.p4.1a: Skips, slides, leaps. CA.D.p4.2: Dances to music with varying tempos.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. **CA 2a Dance & Movement: Expresses through dance** CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

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CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them. CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal and curve. CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas. CA.D.p4.4: Demonstrates the ability to listen and carry out instruction. CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	**CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns.
Kindergarten (by the end of kindergarten) DA:Pr4.1.K Physical a. Makes still and moving body shapes that show lines (for example, straight, bent and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and works with others to change its dimensions. b. Demonstrates tempo contrasts with movements that match to tempo of sound stimuli. c. Identifies and applies different characteristics to movements (for example, slow, smooth or wavy). DA:Pr5.1.K: Physical	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. **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.

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a. Demonstrates same-side and crossbody locomotor and nonlocomotor movements, body patterning movements and body shapes. b. Moves safely in general space; starts and stops on cue during activities; group formations; and uses creative explorations while maintaining personal space. c. Moves body parts in relation to other body parts and repeats and recalls movements upon request. DA:Pr6.1.K: Physical a. Dances for and with others in a designated space. b. Selects a prop to use as part of a dance.	
B. Music	
Young Infant (by 8 months) CA.M.i.1: Attends to sounds through music exposure. CA.M.i.2: Begins to make vocal sounds. CA.M.i.3: Moves body to music. CA.M.i.4: Attends to music and rhythm patterns through music exposure.	**CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm.
Mobile Infant (by 18 months) CA.M.mi.1: Responds physically to various rhythmic patterns in sound. CA.M.mi.1a: Vocalizes in response to rhythm.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1c Music: Develops tone**

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CA.M.mi.2: Identifies sources of sounds (i.e., dog, cat, car, etc.). CA.M.mi.2a: Moves to music-rhythm. CA.M.mi.3: Chooses from variety of objects (instruments/toys). CA.M.mi.3a: Explores bringing objects together to make sounds. CA.M.mi.4: Follows and tracks various types of music through movement, facial expressions and verbalizations.	CA 1c.2 Responds to changes in sound, volume or melody. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.
Toddler (by 36 months) CA.M.t.1: Begins to verbalize words to simple songs. CA.M.t.2: Responds to tempos presented in a variety of ways (physically, verbally, with instruments). CA.M.t.3: Follows simple rhythmic patterns with musical instruments.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1c Music: Develops tone** CA 1c.3 Understands the difference between singing and speaking voices. **CA 1b Music: Develops rhythm** CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent.
Pre 3 (by 48 months) CA.M.p3.1: Repeats sound and rhythm patterns. CA.M.p3.2: Sings familiar, simple songs. CA.M.p3.3: Repeats song patterns and rhythmic movements to music. CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1c Music: Develops tone** CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns.

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	CA 1b.5 Repeats simple rhythm patterns.
Pre 4 (by 60 months) CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.). CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip). CA.M.p4.3: Creates own songs and movements, including musical instruments.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Kindergarten (by the end of kindergarten) Pr.1.K Physical: With guidance, demonstrates and states personal interest in varied musical selections. Pr.2.K Physical: With guidance, explores and demonstrates awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. Pr.3.K Physical: With guidance, demonstrates an awareness of expressive qualities (such as voice quality, dynamics and tempo) that support the creators' expressive intent. Pr.4.K.a Physical: With guidance, applies personal, teacher and peer feedback to refine performances. Pr.4.2.K.b Physical: With guidance, uses suggested strategies in rehearsal to improve the expressive qualities of music. Pr.5.K.a Physical: With guidance, performs music with expression. Pr.5.K.b Physical: Performs appropriately for the audience.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1a.7 Interprets and compares many types of music. **CA 1c Music: Develops tone** CA 1c.6 Controls pitch when singing a familiar song.

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C. Dramatic Play	
Young Infant (by 8 months) CA.DP.i.1: Responds to voices. CA.DP.i.1a: Repeats sounds vocally and physically. CA.DP.i.1b: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions.
Mobile Infant (by 18 months) CA.DP.mi.1: Enjoys listening to stories and songs. CA.DP.mi.1a: Understands and responds to pictures in books that create a story. CA.DP.mi.1b: Initiates and playfully interacts with familiar people. CA.DP.mi.2: Demonstrates simple character/animal sounds with motions. CA.DP.mi.3: Responds to favorite songs, stories, etc., by repeating repetitive phrases of stories at appropriate times or anticipating and verbalizing action of story and responds playfully with props.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.
Toddler (by 36 months) CA.DP.t.1: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box). CA.DP.t.1a: Recreates the plot of familiar stories or movies. CA.DP.t.2: Moves inanimate objects (e.g., toy characters) in a play situation.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

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CA.DP.t.3: Shows enjoyment in wearing costumes to pretend to be other than self.	
Pre 3 (by 48 months) CA.DP.p3.1: Retells nursery rhymes and sings simple songs. CA.DP.p3.2: Begins to differentiate between real and pretend. CA.DP.p3.2a: Participates in songs, stories, fingerplays, chants with voice and body together. CA.DP.p3.2b: Begins to change voice, emotion and body in play situations. CA.DP.p3.3: Follows simple instructions to recreate story and dramatic movement. CA.DP.p3.3a: Uses costumes to become a character in everyday environment. CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.	**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.
Pre 4 (by 60 months) CA.DP.p4.1: Takes a role in acting out a story. CA.DP.p4.1a: Creates dialogue specific to a type of character. CA.DP.p4.2: Anticipates story plot and structure of story. CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

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CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations. CA.DP.p4.3: Creates a story and assigns roles for self and others. CA.DP.p4.3a: Repeats dialogue and movement to tell a story. CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution. CA.DP.p4.3c: Creates unique characters using imagination.	
Kindergarten (by the end of kindergarten) *No examples are provided at this age range in the KELS.*	
D. Visual Arts	
Young Infant (by 8 months) CA.VA.i.1: Begins to respond to visual elements present in the environment (light, color, patterns, etc.). CA.VA.i.2: Explores and responds to various textures and sensory materials - fabric, water, sand, etc.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.1 Expresses emotions while exploring materials.
Mobile Infant (by 18 months) CA.VA.mi.1: Scribbles with a crayon. CA.VA.mi.2: Examines details of pictures, photographs and illustrations. CA.VA.mi.3: Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).	**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 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper.

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CA.VA.mi.4: Repeats actions, sounds, activities, etc.	
Toddler (by 36 months) CA.VA.t.1: Grips paint brush, crayons, pipette, spray bottle, etc. CA.VA.t.1a: Makes random and disordered scribbles. CA.VA.t.2: Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.). CA.VA.t.3: Explores and manipulates sensory materials. CA.VA.t.4: Demonstrates self-expression with art materials.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. **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.
Pre 3 (by 48 months) CA.VA.p3.1: Begins to use scissors. CA.VA.p3.1a: Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning. CA.VA.p3.2: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake). CA.VA.p3.3: Creates work that requires some planning. CA.VA.p3.3a: Works independently to create art. CA.VA.p3.4: Mixes colors to create a new color. CA.VA.p3.4a: Identifies shapes in art.	**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 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process.
Pre 4 (by 60 months)	**CA 3b Visual Arts: Develops visual art techniques**

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CA.VA.p4.1: Uses a variety of materials and tools to create art. CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic. CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts. CA.VA.p4.4: Discusses own artistic creations and those of others.	CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.
Kindergarten (by the end of kindergarten) Kindergarten Pr4.1.K Presenting: Selects art objects for personal portfolio and display, explains why they were chosen. Kindergarten Pr5.1.K Presenting: Explains the purpose of a portfolio or collection. Kindergarten Pr.6.1.K Presenting: Explains what an art museum is and distinguishes how an art museum is different from other buildings.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. **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.

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Developmental Continuum of Skills

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

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

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

Mathematics

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

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

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

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