



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





The Experience Developmental Continuum of Skills

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

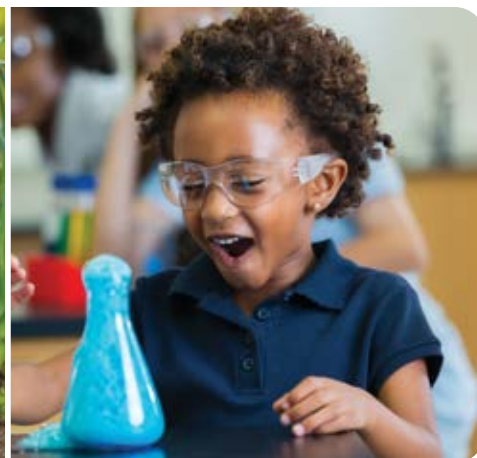
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

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



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



Maine Early Learning and Development Standards

Infant & Toddler

Preschool (3-5)



Social and Emotional Development	
Trust and Emotional Security (Emotional Functioning)	
Birth-8 months Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger or unhappiness through: various facial expressions body movements gestures Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult. Attends with interest when others show range of emotions through facial expressions, voices, or gestures. May cry when another child cries.	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. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
6-18 months Expresses a variety of emotions and modifies expression according to the reactions of familiar adults. Looks to/seeks comfort from familiar adults when distressed and accepts reassurance. Responds to others' emotional expressions by:	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.3 Recognizes the emotions of others and demonstrates concern for others.

sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited looks sad or concerned when another child is crying; may offer soft toy, blanket, or food Displays confidence that needs will be met by caregiver, evidenced by child watching and waiting a short time for caregiver to meet the recognized need.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. 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.
16-36 months Self-conscious emotions appear: shame, embarrassment, guilt, pride. Shows understanding of some emotional expressions by: labeling them asking questions about them responding appropriately (verbally or non-verbally) May use artistic tools for emotional expression. Expresses empathy toward other children or adults. Begins to express feelings of anger and frustration: tells friends “I don’t like that!”. Has an expectation that the caregiver will provide what is needed in most situations.	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.3 Recognizes the emotions of others and demonstrates concern for others. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Self-Regulation	
Birth-8 months	SED 2a Self-Regulation: Manages feelings and behavior

Comforts self by: clutching toy sucking thumb stroking blanket Starts, maintains, or stops social contact through: looks gestures sounds smiles Anticipates being lifted or fed: molds body-turns towards adult opens mouth Signals (using cues) when: full—pushes bottle away, stops nursing wants to be put down – squirms, pushes away	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.
6-18 months Comforts self by: sucking on fingers	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2b Self-Regulation: Follows routines and transitions

retrieving a familiar object engaging in a familiar routine utilizing quiet space in classroom when needed Expresses own needs: gestures when hungry grabs blanket when tired calls to engage caregiver Anticipates and participates in routine activities: lifts arms when dressing holds out cup Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn't want to stop playing).	SED 2b.2 Participates in familiar routines and transitions with support. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
16-36 months Shows impulse control by: beginning to understand their role in play (need to wait for a turn for a toy) tolerating brief wait times or delays anticipates and follows routines when prompted:	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2b Self-Regulation: Follows routines and transitions SED 2b.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.

helps with clean up gets ready to go for a walk joins group time for dancing, stories, etc. begins to dress themselves as part of daily routines, even though it may take longer Begins to manage and adjust actions and behavior with the guidance of familiar adults: using words or signs such as “no” or “stop” during conflict lets a trusted adult know when hungry, tired or needing assistance with a peer	
Sense of Self, Self-Awareness, and Self-Concept	
Birth-8 months Uses hands to explore different parts of the body. Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver). Cries when a parent or caregiver leaves the room. Smiles at self in mirror. Recognizes, holds, touches own feet and hands. Shows preferences; cries when something is not liked.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

6-18 months Points to or indicates parts of the body when asked. Express thoughts and feelings by saying “no!” Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name). Recognizes familiar people in addition to immediate family or primary caregiver. Uses name to refer to significant people; for example, “Mama” or Papa”. Shows distress when preferred people don’t interact with them. Shows signs of mastery; for example:, laughs at own cleverness or is frustrated when unable to do something.	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.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted.
16-36 months Recognizes own image in the mirror or photo and understands that it is self. Says own name when asked and names others in family. Identifies self by gender, for example:, “I boy”. Begins to make comparisons between self and others; for example:, “Tommy is boy like me.” Uses adjectives to refer to self, for example:, “Me big”. Communicates, “I do it!” or “No” when caregiver or parent tries to help.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.

Respect toddlers' valid opinion of saying no. Wants to experience the world on own terms; for example, avoids messy materials. Uses evaluative words to talk about self, "Me good girl?"	
Relationships with Adults	
Birth-8 months Seeks comfort from caring adult by crying and looking for him or her. Is more easily soothed by sound of primary caregiver's voice than unfamiliar voice. Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears. Responds to being held: Calming down, molding of the body to the caregiver.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
6-18 months Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver's facial expressions. Distinguishes between familiar and unfamiliar adults. Exhibits separation anxiety, cries briefly when separated from parent or caregiver. Feels secure to explore environment in presence of primary caregiving adult.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

Plays away from the primary caregiver and then moves close to him or her from time to time to check in. When distressed child seeks to be physically close to primary caregiver. Imitates sequence of events after seeing the sequence completed by a caregiving adult; for example, read a story to a doll or put a teddy to bed.	
16-36 months Seeks attention of a special caregiver and communicates “Watch me!” before proudly displaying a new skill. Cries and looks for special caregiver after falling. Tries to influence adult behavior; for example, brings favorite book and expresses “One more?” even though she has just heard “We are all done; time for a nap”. Gesturing for one more hug as a parent is leaving for work. Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on. Begins to follow simple instructions or guidance of a caregiver.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Relationships with Children	
Birth-8 months Turns to the voice of an older sibling. Notices a crying peer with a serious expression.	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers. SED 3d Social relationships: Identifies and respects emotions of others

Watches other children with interest. Reaches out to touch eyes or hair of a peer. Laughs when an older sibling or peer makes a funny face. Tries to get the attention of another child by smiling or babbling to him/her.	SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
6-18 months Plays side-by-side with another child. Matches emotions with a peer's emotions. Participates in spontaneous interactions with peers and exhibits enjoyment. Influences and responds to a peer's behavior in a simplistic manner; for example, handing a playmate a doll. Begins to show preference among play partners, often hugging or touching them. Knows the names of peers when they are referred to. Knows the family members of frequent playmates.	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets.
16-36 months Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner. Expresses an interest in playing with a particular child.	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3d Social relationships: Identifies and respects emotions of others

Exhibits sadness when a favorite friend is not at school; “When you miss your friend here at school, she misses you too”. Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for “my turn”. Shows concern for a peer who is in distress. Engages in reciprocal play such as run and chase or offer and receive.	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Approaches to Learning	
Engagement and Persistence	
Birth-8 months Makes and maintains eye contact while being held for feeding. Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing. Tries to reach a toy hanging from a high chair. Tries to move bottle, cries, or touches adult when bottle is empty. Begins to look for dropped objects.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6-18 months Looks out the window for a familiar caregiver to return. Uses several different ways to get a toy when it’s out of reach.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.

Reaches for caregiver's hands to continue game/song: Peek-A-Boo Pat-A-Cake Twinkle, Twinkle Continues to feed self even when having difficulty.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
16-36 months Empties the entire toy box while looking for a favorite toy. Turns puzzle piece in a variety of directions to fit into puzzle frame. Climbs into a box or open cupboard to get toys or objects that are out of reach. Attempts to put on shoes or coat by self, tries for a while before asking for help. Follows after and says "Good-bye" or cries when caregiver is leaving the room or going out of the house. Overcomes an obstacle in the way of obtaining a desired object.	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Initiative and Curiosity	
Birth-8 months Explores a variety of materials including: their body	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

people objects Vocalizes or makes noise to attract caregiver's attention. Uses facial expressions, sounds or gestures to show likes or dislikes. Shows eagerness to investigate novel objects.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
6-18 months Lifts arms up in order to be picked up by caregiver. Gets a favorite book and brings to caregiver to read. Shows preference for: certain foods toys activities Willing to approach new people, things and experiences. Shows enthusiasm for exploring and learning (clap, smile).	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
16-36 months Studies people and things around them seeking more information. Shows interest and/or approaches other children for play. Makes their choices known by talking about what they want and asking questions using:	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.

gestures facial expressions words Starts to sing a song or move to music and others join in. Shows interest in trying new experiences and new ways of doing things.	SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
Creativity	
Birth-8 months Finds new ways to use familiar toys/ materials: putting a block in a cup using a spoon to bang on tray “inviting” an adult to mouth rattle Laughs and tries to imitate noises or silly sounds. Investigates pushing water or food around with hand on high chair tray or table. Begins to repeat chance sensorimotor activities to elicit a reaction: bang hands on table drop a toy Anticipates being lifted and moves body accordingly.	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

6-18 months Bangs on pots and pans with a spoon to make noise then tries the same action on other objects. Uses familiar objects in pretend play and imitates sounds the objects make: animal figures, puppets, other items (cars, trucks, etc.). Begins to move to the music of varying rhythms, tempos, and types. Uses a colorful scarf in different ways such as dancing, waving it or using it as a blanket. Begins to focus attention on one activity or toy for a short period of time. Engages in “dump and fill” with items. Begins to explore expression with art implements: scribbling with large crayons creating markings in finger paint molding playdough	CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
16-36 months Acts out dramatic play role-play themes with others; engages in make-believe play: imitates a dog or cat by crawling and making barking or meowing noises offers a caregiver or peer a pretend snack or drink during play	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.

Uses items for other than intended purpose Carries on an imaginary conversation using: a toy telephone baby doll other items (stuffed animal, book, etc.) Participates in music activities and dances with increased rhythm. Makes silly faces to see other children and adults react. Creatively explores and experiments with sensory mediums, combining different types of materials to make something new. Uses puppets in dramatic play.	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. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Early Language and Literacy	
Language Comprehension (Receptive Language)	
Birth-8 months Maintains eye contact with person looking at him or her: mutually gazes with primary caregivers, shows preference for voice of primary caregivers Reacts to human voice: appears to watch or listen, quiets self, turns toward conversation Reacts to new voices or sounds by becoming more quiet or active:	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.

startles or cries at loud sounds, shows different responses to tones of voice, looks for source of sounds	
6-18 months Responds with gestures or vocal signals to familiar words: responds to own name turns to look at familiar person/ object/pet when named understands simple phrases as “bye-bye”, “hot”, etc. points or reaches to familiar objects when named as in body parts, favorite toys, family pictures Understands simple one step requests such as “Get your blanket”, “Give me your cup”. Looks to adult for messages about appropriate or inappropriate behavior. Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as pat-a-cake.	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.
16-36 months Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing. Understands names for common objects, familiar people, familiar actions. Understands contrasts such as: yes/no, come/go, run/stop, up/ down, fast/slow	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. LLD 1b.3 Follows related two-step directions given verbally.

Understands prepositions such as: on, in, under, over With adult direction, finds items needed for an activity. Shows increased attention span when being read to, listening to rhymes, finger plays, songs of increased complexity.	
Language Expression (Expressive/Productive Communication)	
Birth-8 months Initiates communication with caregiver: maintains eye contact: looks intently at caregiver cries, grunts or makes loud sounds to seek caregiver assistance smiles or gestures to initiate social contact moves body in anticipation of being picked up Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
6-18 months Uses physical gestures or sounds to get help from adult: gazes between adult and desired item, tugs or pulls on caregiver	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.

moves, points or motions to object out of reach expresses own needs such as hunger or wanting comfort item Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns. Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responds to caregiver’s speech by babbling/uttering in reply. Moves toward expression of identifiable words: jargon has melody and inflection imitates familiar words/sounds begins expressing clearly words like “mama”, “dada”, “bye-bye”, “no”, “ba-ba”(bottle)	LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.
16-36 months Uses words or actions to request assistance: asks for food when hungry asks for help may use words to solve conflicts with peers/siblings Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”. Asks and answers simple questions: lots of what, why and where questions.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

Uses everyday experiences to build on vocabulary: talks about what they are doing uses language to convey simple ideas Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency. Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional. Carries on sustained interactions with caregivers.	
Emergent Literacy	
Birth-8 months With a responsive adult, looks at and attends to pictures of other babies or faces. Looks at books, pats the pictures, brings book to mouth. Kicks feet or moves arms in response to music. Listens and attends to repetitions of culturally and linguistically familiar words, songs or rhymes. Uses signs or gestures in response to adult's conversation with them about photos of familiar people.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.
6-18 months Exhibits increased participation when books are read:	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.

points makes sounds vocalizes smiles turns page Makes motions for familiar games, rhymes, songs or finger plays. Begins to “use” communication tools during imitative play: uses phone or book grasps marker or crayon makes marks on paper	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.
16-36 months Exhibits increased participation with written forms of communication: looks at books, magazines as if reading makes sounds that relate to pictures turns pages at the right time Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes. Increased understanding of communication tools:	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences.

converses with others using play phone tells others what own scribbles mean Shows increased attention when being read to: begins to make observations about the use of words and pictures enjoys stories of increasing complexity	
Physical Development and Health	
Perceptual Development	
Birth-8 months Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand-to-mouth, and moves arms in swimming motion. Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling. Initially visual system immature (attentive to objects of contrasting colors). Increased ability to detect detail and coordinate visual information from each eye. Infant may become fixated visually. Preference for slower, high pitched sounds. Can distinguish parents' voice from that of a stranger.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around. Can distinguish smell of mother from others. Respond to what they see (i.e. move toward desired person or object, look for source of noise). Begins to show taste preference.	
6-18 months Continue to integrate information gathered from the senses: shows increased ability to concentrate and begin to show sustained interest in people, objects and activities shows increased desire to explore sensory information oral exploration of objects decreases with age shows increased enjoyment of varieties of sensory information Visual information more refined: depth perception established; seeks and responds to increased visual stimulation Hearing information more refined: ability to discriminate sounds in a noisy setting.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
16-36 months Sensory thresholds do not interfere with desire to explore surroundings:	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.

continues to show increased ability to concentrate with multiple sensory stimulation present increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information Visual discrimination more refined: ability to discriminate finer detail in tandem with cognitive development (i.e. may notice caregiver's earring) Hearing discrimination more refined: ability to isolate familiar sounds in tandem with cognitive development (i.e. hears siren outside, points and says, "Fire truck!")	
Gross Motor (Large Muscle)	
Birth-8 months Exhibits beginning stages of large muscle control: head control, lifts chin, lifts head, lifts both head and shoulders, supports self on flexed elbows Coordination of muscle control: turns from back to stomach and stomach to back, moves by rolling, inches forward on stomach or back, sits unsupported, begins bouncing when held Begins to use arms and legs purposefully: claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken off	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.

6-18 months Exhibits increasing control of large muscles and body movement: sits up, crawls or creeps, pulls to stand, cruises while holding on to furniture, stands alone, climbs out of crib, walks alone, runs with a wide stance, walks upstairs holding a hand, stops and walks backwards a few steps, climbs simple structures Uses arms and legs with increasing purposefulness: throws, carries, pushes, pulls, dumps objects, scoots on or rides wheel toys without pedals	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.
16-36 months Exhibits more control and coordination of large muscle and body movement: walks fast, walks on tiptoes, walks backwards, walks upstairs holding a railing (or hand), runs with control, climbs well, throws a ball with aim, may jump in place, may balance briefly on 1 foot, rides tricycle Uses arms and legs with more purposefulness: catches a ball by trapping it with arms and hands, pounds object with intention and precision, creates simple block structures, pushes foot into shoe, takes off shoes Engages in creative movement spontaneously and when prompted by music or adult.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm.
Fine Motor (Small Muscle)	
Birth-8 months	PD 2 Fine Motor: Builds strength and coordination of small movements

Stares at objects, especially faces; begins to coordinate eyes. Grasp reflex diminishing. Reaches for objects with both arms, but hands are fisted: reaches with one arm and grasps at will, grasps – releases – “re-grasps” and releases again, begins to grasp with thumb and forefinger Brings objects to mouth. Beginning eye hand coordination: Transfers object from one hand to another Follows slow moving object with eyes.	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.
6-18 months Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc. Brings two blocks together to make noise. Uses thumb and forefinger to pick up small items. Handles a cup or spoon for self-feeding. Begins to show preference for one hand. Undresses self and unties shoes. Can turn pages of a board book	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.

16-36 months Uses a crayon to imitate marks/scribble. Holds object with one hand and manipulates it with the other: brushes dolls hair, holds and winds a music box Folds blanket, cloth, paper, etc. Pours liquid from small pitcher. Shows preference for one hand. Puts on easy clothing. Holds spoon, fork, cup, but may still spill. Can use paintbrush, but doesn't control drips. Can turn pages of a book.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Self-Help and Adaptive Skills	
Birth-8 months Displays signs of self-comforting: Sucks thumb to pacify self Shows signs of self-feeding: begins to hold own bottle/cup, begins to feed self with fingers Alerts caregiver in own way when physically uncomfortable:	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. 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.

hungry, tired, wet pants, etc.	
6-18 months Making progress with self-feeding. Shows interest in dressing self: pushes arm through sleeve, takes clothes off, unties shoes Shows interest in toileting at end of this stage: watches others engaged in toileting, explores sitting on potty chair Shows interest in helping with chores, mimics adult behavior. Makes attempts at self-help: takes off socks pulls on bib	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.
16-36 months Progressing well with self-feeding and self-serving: holds spoon, fork, cup feeds self pours own water from small container sets items on table and removes after eating	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.

Continues to show interest in dressing: undresses self, puts on clothes (no buttoning), shoes, jacket, hat Shows increased interest and proficiency with toileting skills: willing to use toilet washes hands after toileting Increased interest in helping with chores and physical care: attends to blowing nose cleans tables picks up toys	
Cognitive Development	
Exploration and Inquiry	
Birth-8 months Displays reflexes that set the stage for sensory exploration toward intellectual development: turns head toward nipple grasps finger of caregiver when placed in palm Directs attention towards caregiver's face or voice: gazes at caregiver's face during feeding Directs attention toward objects:	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.

reaches and grasps for objects or stares at them reacts to new objects, voices, sounds and touch by becoming more active or quiet	
6-18 months Manipulates, visually inspects, feels and mouths things in the environment: moves toward toy bangs on table with toy fingers and inspects object Takes time to investigate and may protest when play is interrupted. Can use several senses at once to explore the environment: mouths, then holds toy at a distance shakes and then throws ball Looks at and explores how a material reacts when acted upon: water added to the sand table popping bubbles with hands and feet	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
16-36 months Independently explores the immediate environment to investigate what is there:	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 1c Self-Awareness: Completes tasks independently

asks about a new toy or explores different textures in the natural environment searches for a specific toy Tries new activities, materials and equipment: unfamiliar art materials different musical instrument joins in new song or finger play Uses multiple senses to determine properties of things: lifts, shakes and listens smells, tastes and inquires of caregiver about the item	SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Concept Development and Working Memory	
Birth-8 months Uses sight, hearing and touch to examine an item to learn about it: mouths, bangs, grasps, releases and re-grasps Looks for or orients toward dropped object: looks down when drops toy from a table Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue: looks towards a musical toy to continue interaction	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.

Repeats a previously successful sound or motion: kicks or swats mobile and repeats over days and week continues to bang an object to repeat a sounds Imitates sounds and gestures. Finds hidden objects: uncovers a partially hidden toy under a blanket or cloth	
6-18 months Remembers location of favorite object: asks for objects out of sight persists in search for a desired object when it is hidden Remembers games and toys from the previous day. Anticipates people's return, time for nap, etc. within context of daily routine. Imitates actions across a change in context; beginning of ability to fantasize and role-play: imitates mom on the phone when at child care setting uses another object or person as a tool: asks to be picked up to reach something rolls toward a toy to reach it	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4b Problem-Solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.

Understands “more” in reference to food or simple play: responds appropriately when asked if child wants more crackers Begins to think about actions before doing them: chooses a toy, book, or doll from a group enjoys taking things out of a container and putting them back	
16-36 months Uses familiar objects in combination: uses spoon in bowl, doll in bed, and person in car Engages in make believe play acting out simple dramatic play themes with others: “You baby, me momma” pretends to be an animal Recognizes that the words “two, three, four, etc.” are numbers: recites numbers with prompting or adult cues uses some number words during play or activity: “I want two” Imitates counting rhymes: One, Two Buckle My Shoe, Three Little Monkeys Shows some understanding of daily time sequence:	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. M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order.

time for nap, lunch, outdoor play Begins to solve simple problems in his or her head: moves a toy to get to another object stands on block or another object to reach an item	
Reflection and Problem-Solving	
Birth-8 months Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. Anticipates being lifted and moves body accordingly: stiffens body in preparation for being lifted stretches arms up toward caregiver tries to lift head toward caregiver Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
6-18 months Begins to focus attention on one activity or toy for a short period of time. Explores how to make something happen again or how something works by doing actions over and over again:	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.

repeatedly filling a container and emptying it out Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	
16-36 months Engages in activities for longer periods of time, including make believe play. Tries several times to solve more challenging problems, often using a combination of actions or behaviors: determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher Uses experimenting to figure out solutions to everyday problems, including in social situations: two children both want to fit into a small car and agree to take turns Begins to develop ability to find a solution using mental representation.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Mathematical Thinking	
Birth-8 months Observes and feels the sequence of simple daily routines: rocking to sleep riding in a stroller	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 3 Shapes: Identifies shapes and their characteristics

listening to an adult voice reading or singing Explores special relationships with objects: picks up different sized balls Places shapes into shape sorter (not always in the correct space) Demonstrates understanding of simple number concepts: uses sign language to ask for “More” of something takes two crackers when prompted, “Take two crackers” Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells.	M 3.1 Manipulates objects that are a variety of shapes. M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.
6-18 months Follows simple directions related to position: puts toys “in” basket after prompted Uses simple nesting or stacking toys: nects three or four cups stacks three or four cups or foam blocks Groups a few objects by shape, color or size: finds two or three toys that have the same simple shape, color Understands time words such as “after,” “before”:	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.

“Before we go outside, we have to put on your coat.” explores spatial relationships: Attempts to fit own body in boxes, tunnels Solves simple manipulative problems: crawls or walks around a toy	
16-36 months Verbally Counts (not always in the correct order): says “one, two, six” Recognizes and names a few numerals: notices numbers within the environment and identifies a few by name Follows simple directions related to proximity: set your shoes “beside” your cot for naptime Makes comparisons between two objects: identifies the larger object when shown Shows interest in simple patterns in the environment: points to pedestrian crosswalk and says “white, black, white, black” Shows interest in patterns and sequences: attempts to follow a pattern with large beads and string or on a peg board	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 6 Classification: Sorts and graphs

plays matching games Classifies, labels, and sorts objects by characteristics: heavy vs. light color hard vs. soft large vs. small Arranges objects in lines: makes a row of blocks Matches simple shapes: using form boards or puzzles -circle, square, triangle	M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.
Scientific Reasoning	
Birth-8 months Explores properties of items by mouthing them: explores large pop beads by putting them in their mouth Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind Begins to look for objects that are “hidden” or become “out of sight”.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6-18 months	SCI 1b Investigation & Inquiry: Observes, describes and records

Investigates new phenomena: reaches out to touch rain stops play to watch a novel element in the environment Shows basic awareness of cause and immediate effect: opens and closes, presses button to make sounds Uses trial and error method effectively: successfully pushes buttons on a pop-up toy uses shape sorter with some success	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16-36 months Fills and empties containers with sand, water, or small toys. Begins to ask “Why” questions to understand specific concepts. Begins to notice differences and similarities: kiwi is sweet and a lemon is sour cows and dogs both have four legs Uses simple tools in exploration and inquiry: magnifying glasses hammers	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.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.

tweezers Explores different mediums and their properties: mixing sand and water cornstarch and water	
Social Studies Learning	
Birth-8 months Engages in immediate and deferred imitation of facial expressions: smiles back at caregiver smiles when familiar adult re-enters room responds by patting mirror when sees own image reflected Begins to notice differences in faces or adults. Begins to notice new items in the environment.	SS 1c Culture & Community: Respects diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.
6-18 months Demonstrates knowledge about self: begins to show preference towards adults recognizes items that belong to them (bottle, blanket, etc.) Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall). Shows curiosity and points to new items in the environment.	SS 1c Culture & Community: Respects diversity SS 1c.2 Explores people and their features, either in person or in pictures. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.

Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.).	
16-36 months Shows basic understanding of people and how they live: imitates example of mother nursing younger sibling Notices differences between people – gender, skin color, etc. Seeks opportunities to label new items in the environment. Asks questions about new people, materials and places in the environment. Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.). Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.).	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places.

Social and Emotional Development	
1. Emotional Development	
1a. Self Concept	
16-36 months Recognizes own image in the mirror or photo and understands that it is self. Says own name when asked and names others in family. Identifies self by gender, for example:, “I boy”. Begins to make comparisons between self and others; (e.g., “Tommy is boy like me.”). Uses adjectives to refer to self, (e.g., “Me big”). Communicates, “I do it!” or “No” when caregiver or parent tries to help. Respect toddlers’ valid opinion of saying no. Wants to experience the world on own terms; for example, avoids messy materials. Uses evaluative words to talk about self, “Me good girl?”	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
34-48 months Begins to see self as an individual with their own wants, needs, skills, and abilities. Chooses individual activities.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.

Expresses self in different roles during pretend play. Compares self with others. Expresses own ideas and opinions. Begins to show awareness of own autonomy and boundaries.	SED 1b.4 When given two to three options, chooses their most desired option. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
46-60 months Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights. Demonstrates self-direction by making choices among peers, activities, and materials. Tries new things and improves new skills with practice. Initiates actions or activities with peers. For example, inviting a friend to play. Uses a variety of materials with curiosity and interest. Shows ability to take care of personal or shared possessions. (e.g. backpack, toys, books). Shows ability to respect personal space and boundaries of other people. (e.g., checking before touching another person or showing concern when stepping on someone's foot).	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 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
1b. Self-Regulation	
16-36 months	SED 2a Self-Regulation: Manages feelings and behavior

Shows impulse control by: beginning to understand their role in play (need to wait for a turn for a toy) tolerating brief wait times or delays anticipates and follows routines when prompted: helps with clean up gets ready to go for a walk joins group time for dancing, stories, etc. begins to dress themselves as part of daily routines, even though it may take longer Begins to manage and adjust actions and behavior with the guidance of familiar adults: using words or signs such as “no” or “stop” during conflict lets a trusted adult know when hungry, tired or needing assistance with a peer.	SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
34-48 months Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines. Shows progress in the ability to express and identify feelings, needs, and opinions across learning environments.	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. 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 3c Social relationships: Participates cooperatively in groups

Shows progress in ability to recognize and communicate feelings and emotions. Shows progress in sharing the attention of a trusted adult caregiver. Shows progress in turn-taking ability. With adult guidance, uses materials and equipment purposefully and safely. Begins to notice the cause and effect of own actions. Develops listening skills with intentional adult instruction and support.(e.g., teaching children that listening can look like giving their attention to others or events in various ways).	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 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger.
46-60 months Expresses wants, thoughts, needs, and feelings through various methods of communication. Seeks adult support and engages in finding solutions to resolve conflict with peers. With support, listens to instructions before beginning an activity. With support, demonstrates an understanding of developmentally appropriate rules and routines. With support, demonstrates the ability to follow developmentally appropriate rules and routines. Shows progress in sharing materials with others. Waits for their turn in simple game or use of equipment.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4b Problem-Solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.

Demonstrates understanding of cause and effect of own actions. Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.	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. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
1c. Sympathy and Empathy	
16-36 months Self-conscious emotions appear: shame, embarrassment, guilt, pride. Shows understanding of some emotional expressions by: labeling them asking questions about them responding appropriately (verbally or non-verbally) May use artistic tools for emotional expression. Expresses empathy toward other children or adults.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.

Begins to express feelings of anger and frustration: tells friends “I don’t like that!”. Has an expectation that the caregiver will provide what is needed in most situations.	
34-48 months Demonstrates a beginning ability to identify basic feelings of self and others in a variety of situations.(e.g., identifying that self or others feels happy, sad, or angry). Demonstrates ability to be kind to self and others in a variety of situations.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.
46-60 months Demonstrates empathy through comfort and care of others. (e.g., asking “Are you okay?” or giving/requesting a hug or high-five). Labels emotions of self and others, with support. Asks “what” and “why” questions to understand the effects of behavior. Shows progress in expressing feelings, needs, and opinions, in difficult situations such as conflicts, without harming self, others, or property.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. 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.
1d. Adapting to Diverse Settings	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	NO STATE INDICATOR AT THIS AGE RANGE <i>The Preschool MELDS 16-36 month column has no indicators for this element.</i>
34-48 months	SED 2b Self-Regulation: Follows routines and transitions

Explores objects and materials and interacts with others in a variety of new settings. Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance.	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
46-60 months Demonstrates ability to be flexible and adjust to routine or unexpected changes, including physical setting, daily schedule, staffing and group size/attendance, with adult support. Given prior notice (e.g., with a visual schedule or verbal/ nonverbal adult cues), adjusts to changes from one activity/setting to the next. Anticipates, with assistance, what will be needed in diverse settings. Follows rules in new or diverse settings.	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 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
2. Social Development	
2a. Building Relationships with Others	
16-36 months Seeks attention of a special caregiver and communicates “Watch me!” before proudly displaying a new skill. Cries and looks for special caregiver after falling. Tries to influence adult behavior; for example, brings favorite book and expresses “One more?” even though she has just heard “We are all done; time for a nap”. Gesturing for one more hug as a parent is leaving for work.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.

Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on. Begins to follow simple instructions or guidance of a caregiver. Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner. Expresses an interest in playing with a particular child. Exhibits sadness when a favorite friend is not at school; “When you miss your friend here at school, she misses you too”. Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for “my turn”. Shows concern for a peer who is in distress. Engages in reciprocal play such as run and chase or offer and receive.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
34-48 months Separates from adults in familiar settings, with assistance. Approaches others for assistance when needed. Offers to assist others. Expresses affection for others. Follows guidance for behavior in different environments.	SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

Identifies known safety roles and distinguishes between trusted and unknown adults. Engages in parallel play (i.e., plays next to or near others without trying to influence the play or behavior of others). Engages in interactive play with others. Leads or participates in cooperative play with others	ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
46-60 months Asks questions and checks with an adult as needed while exploring their environment. Seeks help when needed for emotional support. Shares information with at least one trusted person. Works independently. Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise. Participates in group activities. Uses different turn-taking strategies (e.g., trading, setting a timer, etc.). Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers. Shows or communicates care or concern for others.	SED 3a Social relationships: Develops relationships with adults SED 3a.6 Identifies trusted adults in the community and describes when to seek help. ATL 2b Flexibility & Play: Engages in play ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. 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 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. SED 3d Social relationships: Identifies and respects emotions of others

Makes friends with others. Notifies who is absent from a group setting. Communicates wants and needs in a group setting. Helps self and others when needed. Knows and expresses self as a part of diverse groups. (e.g., family, preschool class, faith community, etc.). Uses play to explore, practice, and understand social roles.	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. 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.
2b. Respecting Similarities and Differences	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Notifies similarities and differences in others. Develops relationships with others based upon shared experiences.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SED 3b Social relationships: Develops relationships with peers SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
46-60 months Recognizes and discusses similarities and differences in others. Notifies that other children might communicate differently. (e.g., through nonverbal communication, different languages and/or dialects). Begins to think about a situation from the point of view of others.	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.

Approaches to Learning and Play	
3. Mindset	
3a. Engagement	
16-36 months Empties the entire toy box while looking for a favorite toy. Turns puzzle piece in a variety of directions to fit into puzzle frame. Climbs into a box or open cupboard to get toys or objects that are out of reach. Attempts to put on shoes or coat by self, tries for a while before asking for help. Follows after and says “Good-bye” or cries when caregiver is leaving the room or going out of the house. Overcomes an obstacle in the way of obtaining a desired object.	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
34-48 months Eagerly chooses to be involved in a variety of tasks and activities. Has capacity to maintain involvement and concentration for a meaningful period of time.	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
46-60 months Participates with pleasure, enthusiasm and dedication in self chosen activities.	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.

Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.	
3b. Persistence	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Engages in a variety of activities through a play period. During times of distraction, maintains concentration with increased focus. Can increasingly work through challenges and frustrations in play with adult support. Sees simple tasks through to completion. Begins to set goals, develop plans, and complete tasks.	ATL 1b Attention & Persistence: Persists ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
46-60 months Purposefully chooses, engages and persists in play, experiences and projects. Works through challenges with increasing independence while engaged in self-selected activities. Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time. Chooses to leave a project and return to it later for follow through or elaboration.	ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.6 Persists on a challenging activity independently. SED 1c Self-Awareness: Completes tasks independently SED 1c.6 Revisits a familiar task or activity with a different approach. 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.

Chooses to repeat experiences to build competence and explore, change and extend ideas. Keeps trying and flexibly adapts strategies when encountering difficulties.	
3c. Initiative	
16-36 months Studies people and things around them seeking more information. Shows interest and/or approaches other children for play. Makes their choices known by talking about what they want and asking questions using: gestures facial expressions words Starts to sing a song or move to music and others join in. Shows interest in trying new experiences and new ways of doing things.	SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
34-48 months Shows interest in how and why others do things. Assists adults with daily tasks. Expresses interest in a widening range of topics and ideas.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.

Demonstrates ability to make independent choices.	
46-60 months Asks to join in play already in progress. Tells the difference between appropriate and inappropriate risk-taking. Offers to help adults or peers with daily tasks. Independently seeks, accepts or offers help or information for further understanding. Can identify and seek materials, strategies and tools they need to complete activities and tasks. Invents projects and works on them with little assistance. Sets goals, develops plans, and follows through with self directed projects with increasing independence and/or collaboration.	SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. SED 3c Social relationships: Participates cooperatively in groups SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
3d. Curiosity	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to discover and investigate ideas, task, experiences that interest and amaze them. Uses senses to gather information and understanding about materials and ideas.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 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.

Asks questions “What would happen if...” Tries new ways to accomplish tasks. Describes what was learned from an activity. Explores a variety of materials and experiences.	
46-60 months Discovers and investigates ideas, tasks, experiences that interest and amaze them. Carries out investigations using familiar and new strategies, tools, or sources of information. Approaches tasks and activities with increasing flexibility, complexity, imagination and inventiveness. Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. 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. SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
4. Executive Function	
4a. Reflection	
16-36 months Engages in activities for longer periods of time, including make believe play. Tries several times to solve more challenging problems, often using a combination of actions or behaviors. determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

Uses experimenting to figure out solutions to everyday problems, including in social situations. two children both want to fit into a small car and agree to take turns. Begins to develop the ability to find a solution using mental representation.	
34-48 months Notices changes and accomplishments from experimentation and trial and error. Increasingly applies learning from prior experiences and understanding to new learning situations. Makes predictions about what will happen next. Explains part or all of the problem and the exploration to adults or peers.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome.
46-60 months Thinks about multiple options, choices and decides if they are useful and if not, tries another. Applies prior experiences, senses, and knowledge to new learning situations. Discovers and finds patterns and relationships. Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.

Discusses or documents important aspects of an experience and identifies what was learned.	
4b. Problem Solving	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Recognizes when something might be a problem or challenge. With prompting and support begins to attempt to solve a problem. Begins to use appropriate communication or action when conflicts arise.	SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
46-60 months Predicts when something might be a problem or challenge. Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively. Maintains communication and problem solving skills when finding a solution to conflicts.	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
4c. Flexibility	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months	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.

Generates and shares ideas during social interactions and dramatic play. Accepts more than one solution to a question, task, or problem. Seeks guidance from adults and/or accepts suggestions to try different approaches and solutions to tasks, problems and interactions with peers. Can adjust emotions and behavior to changes.	
46-60 months Independently alters approach to tasks or problem when initial approach does not work. Considers, predicts and implements different approaches to carrying out a task. Demonstrates innovative thinking. Is able to manage a change in rules or accepts the ideas of peers during play.	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. SED 4a Problem-Solving: Solves problems SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
5. Creativity, Invention, and Imagination	
5a. Visual Arts	
16-36 months Creatively explores and experiments with sensory mediums, combining different types of materials to make something new. Participates in music activities and dances with increased rhythm. Uses puppets in dramatic play.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas

Acts out dramatic play role-play themes with others; engages in make-believe play: imitates a dog or cat by crawling and making barking or meowing noises. offers a caregiver or peer a pretend snack or drink during play. Makes silly faces to see other children and adults react. Uses items for other than intended purpose Carries on an imaginary conversation using: a toy telephone baby doll other items (stuffed animal, book, etc.)	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. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm.
34-48 months Uses self-selected materials to engage in art experiences. Shares art materials and space. Begins to work collaboratively with peers on artworks. Uses color, lines and shapes to represent and express ideas. Uses and explores art materials to stimulate the senses. Uses sensory information to create works of art. Explores a variety of art elements and materials to represent creative thought, life experiences and real things in the environment.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes or symbols.

With support talks about creative process. Begins to identify artwork to be shared with others. With support begins to make comments or share observations of the art expression of others. Explores multicultural art styles and materials.	
46-60 months Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation. Shows increasing engagement in art materials to express ideas and interests. Works cooperatively to create drawings, paintings, sculptures, and other art projects. Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism. Explores and utilizes art materials appropriately. Describes the process and style of personal artwork. Selects pieces for display. Listens, comments and shows appreciation for the art expression of others. Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images.

Observes, discusses and may utilize multicultural art styles and materials.	
5b. Movement and Dance	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Participates in a variety of rhythmic and creative movement experiences. Develops increasing body control, body awareness during creative movement. Begins to connect body movements to music, song or creative ideas. Begins to participate in group movement/dance.	CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
46-60 months Moves in response to different styles of music. Uses creative movement that expresses an idea or feeling. Combines creative movement with sound, song/chants and/ or instruments to express ideas or retell a story. Engages in and collaborates during group creative movement/dance.	CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.6 Expresses ideas, feelings and stories through creative movement.
5c. Music	
16-36 months	

<i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Claps hands to keep the beat to a song. Participates in slow and fast tempo as well as low and high sounds. Participates with simple songs that have a rhythm and pattern. Imitates sounds that demonstrate musical awareness. Experiments with a variety of musical instruments.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
46-60 months Uses body percussion to demonstrate beat and tempo. Shows increasing ability to recognize tempo changes and different styles of music. Increasing ability to adapt to pitch and sounds. Sings songs with varied lyrics and patterns. Improvises with sound effects. Uses musical instruments to imitate and improvise songs, melodies, and patterns. Explores music and instruments from other cultures.	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1b Music: Develops rhythm CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns. CA 1c Music: Develops tone CA 1c.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.
5d. Dramatic Play and Expression	
16-36 months	

<i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to use inanimate objects to represent real life objects (e.g. uses banana as a phone). Begins to role play real life experiences (e.g., pretend to listen to your heart). Mimics movements, sounds, and expressions of real-life experiences. Imitates repeated verses in stories.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
46-60 months Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities. Represents fantasy and real-life experiences through pretend play and may use props. Uses pretend play to represent known or anticipated situations. Creates characters through physical movement, gesture, sound, speech and facial expressions. With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. 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.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Early Language and Literacy	
6. Speaking and Listening	
6a. Comprehension and Collaboration	

16-36 months Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing. Understands names for common objects, familiar people, familiar actions. Understands contrasts such as: yes/no, come/go, run/stop, up/down, fast/slow. Understands prepositions such as: on, in, under, over. With adult direction, finds items needed for an activity. Shows increased attention span when being read to, listening to rhymes, finger plays, songs of increased complexity.	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. LLD 1b.3 Follows related two-step directions given verbally.
34-48 months Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups. Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Begins to engage in conversations with multiple exchanges. Begins to confirm understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.	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 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.

Begins to ask questions in order to seek help, gather information, or clarify something that is not understood.	
46-60 months Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults. With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion). With modeling and support, continues a conversation through multiple exchanges. Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions. Asks questions in order to seek help, gather information, or clarify something that is not understood.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.
6b. Presentation of Knowledge and Ideas	
16-36 months Uses words or actions to request assistance: asks for food when hungry. asks for help. may use words to solve conflicts with peers/ siblings. Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2d Communication: Uses and expands vocabulary

Asks and answers simple questions: lots of what, why and where questions. Uses everyday experiences to build on vocabulary: talks about what they are doing. uses language to convey simple ideas. Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency. Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional. Carries on sustained interactions with caregivers.	LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
34-48 months Begins to describe familiar people, places, things, and events. With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail. With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas.	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.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.
46-60 months With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.6 Explains personal thoughts about familiar people, places and events.

With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.	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.
7. Knowledge of Language	
7a. Conventions of Standard English	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking. Begins to use frequently occurring nouns and verbs. Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). Begins to understand question words (e.g. who, what, where, when, why, how). Begins to speak in complete sentences.	LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
46-60 months Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.	LLD 2c Communication: Uses sentence structure LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

Uses frequently occurring nouns and verbs. Forms some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). Responds to and use more question words/ interrogatives (e.g. who, what, where, when, why, how). Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.	
7b. Vocabulary Acquisition and Use	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. With guidance and support from adults, begins to explore word relationships and meanings. With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy). With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving).	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
46-60 months	LLD 2d Communication: Uses and expands vocabulary

Asks and answers questions about the meaning of unknown words and phrases introduced through books and play. With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad). With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play. Sorts common objects into categories (e.g., big/small, living/nonliving).	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.
8. Foundations of Early Literacy	
8a. Print Concepts	
16-36 months Exhibits increased participation with written forms of communication: looks at books, magazines as if reading. makes sounds that relate to pictures. turns pages at the right time. Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/ items; memorizes and repeats phrases of songs, books, rhymes. Shows increased attention when being read to:	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.

begins to make observations about the use of words and pictures. enjoys stories of increasing complexity.	
34-48 months Begins to display appropriate book-handling behaviors. Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right. Distinguishes between print and pictures. Recognizes that print represents spoken words and carries meaning (e.g., asks an adult “What does this say?”). Begins to show awareness of alphabet letters. Begins to recognize and name letters in their own name.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name.
46-60 months Demonstrates understanding of the organization and basic features of print. Identifies parts of a book including, front cover, back cover, and title. Holds the book correctly for reading and turn one page at a time. Follows words from left to right and top to bottom. Understands that words are separated by spaces in print. Recognizes that printed words represent spoken language and carry meaning.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 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.

Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.	
8b. Phonological Awareness	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Demonstrates an understanding of spoken words and syllables. Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories. With support, begins to recognize when two words rhyme. With support, begins to recognize when two words start with the same sound. Begins to count, pronounce, blend, and segment syllables in their own names.	LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.
46-60 months Demonstrates understanding of words, syllables, and sounds (i.e. phonemes). With prompting and support: Recognizes and produces rhyming words. Counts, blends, and segments syllables in 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. LLD 3c Phonological Awareness: Hears small units of sound

Blends and segments onsets and rimes in single-syllable words. Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and in their own name. Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big).	LLD 3c.4 Identifies and produces words that have the same beginning sound.
8c. Phonics and Word Recognition	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months With prompting and support: Begin to recognize that letters represent sounds. Begin to link a sound to some familiar printed letters. Begins to recognize their own name and the names of other children in the classroom. Begins to recognize common print around the classroom.	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.
46-60 months Produces the sounds associated with several recognized letters. Begins to link a sound to a picture of an object that begins with that sound.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound.

Recognizes names of other children in the classroom and common print around the classroom. With prompting and support applies beginning phonics and word analysis skills.	
8d. Key Ideas and Details	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months With prompting and support: Begins to actively engage with texts read aloud for understanding and enjoyment. Begins to ask and answer questions about simple stories and informational text read aloud. Participates in discussions about the illustrations, diagrams, and other visual forms of information. Demonstrates understanding of whom or what a story is about. Retells information about a character or an event in a simple story that is read aloud. Recalls important facts from an informational text read aloud. Identifies the topic of an informational text read aloud.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
46-60 months	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story

With prompting and support: Actively engages with texts read aloud for understanding and enjoyment. Asks and answers questions about simple stories and informational text read aloud. Actively participates in discussions about the illustrations, diagrams, and other visual forms of information. Identifies characters, settings, and major events in a story. Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text. Begins to notice connections between characters and events in a story. Makes predictions about what events might happen next.	LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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.
8e. Craft and Structure	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Make observations about words and pictures in books. Begin to understand that a book has a title, author and illustrator.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
46-60 months	LLD 5 Concepts of Print: Uses print concepts and explores books and other text

Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually. Begins to recognize that there are different text structures, such as stories, poems, and songs. Begins to demonstrate an understanding of the difference between fiction and nonfiction. With prompting and support, identifies texts that tell stories. With prompting and support, identifies texts that provide information. Begins to describe the roles of authors and illustrators.	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.
8f. Integration of Knowledge and Ideas	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again). Begins to make connections between a story or poem and one's own experiences (e.g., acts out a familiar story during dramatic play with props). Retells familiar stories or make up personal stories with words approximating storybook language.	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. 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 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.
46-60 months	LLD 6a Reading Comprehension: Responds to text

Actively engages with texts read aloud for understanding and enjoyment. Retells familiar stories using both storybook language and pictures. Begins to make connections between characters and events in familiar stories. Recognizes that information on a topic can be found in more than one text. With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic. Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).	LLD 6a.6 With support, compares similarities between two texts. 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.
8g. Fluency	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Attends to fluent models of reading. Begins to imitate fluent models of reading (e.g., initiates “reading” a book after hearing it read out loud).	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. LLD 6b.4 Retells portions of a story using pictures, gestures or props.

46-60 months Attends to fluent models of reading. Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.	LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 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.
9. Writing	
9a. Composing for Audience and Purpose	
16-36 months Increased understanding of communication tools: converses with others using play phone. tells others what own scribbles mean.	LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
34-48 months With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas.	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.
46-60 months With prompting and support, uses a combination of drawing, dictating and writing to:	LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.

Communicates opinions on topics of interest Communicates information about a topic Tells a story Prints some upper and lowercase letters. Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing: Capitalizes the first letter in their own name. Begins to recognize punctuation (e.g., , ? , !). Begins to write letters to represent sounds. Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	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 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.5 Identifies some punctuation and recognizes spaces between words.
9b. Process and Production	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months With prompting and support: shares drawing and writing with others recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words	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.

46-60 months With prompting and support: Collaborates to plan and develop a message to share with others. Shares drawing and writing with others and is prepared to give and receive feedback with peers. Begins to use digital tools to produce messages with pictures and words to communicate to an audience.	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.
9c. Inquiry to Build and Present Knowledge	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers). With guidance and support from adults, begins to recall some information from experiences or gather information from resources.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. 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.
46-60 months With prompting and support: Acquires information about a topic through research as modeled by adults. Gathers and recalls information from multiple sources.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SS 4 History & Sense of Time: Develops sense of time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Physical Development and Health	

10. Wellness	
10a. Health Knowledge and Practices	
16-36 months Continues to show interest in dressing self: Undresses self Puts on clothing except for buttoning Puts on shoes (does not lace, but can manage Velcro fasteners) Shows increased interest and proficiency with toileting skills: Exercise bowel and bladder control Willing to use toilet Will wash hands after toileting May show increased interest in helping with chores Continues to progress with self-feeding: Holds spoon, fork, cup but may spill. Feed self alone and well. Pours own milk & juice from small plastic pitcher.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
34-48 months Completes personal care tasks with increasing independence.	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.

Participates in structured and unstructured physical activities. Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness. Transitions from high-energy to low-energy activities with support. Follows health routines with support (versus independently). Cooperates during doctor and dentist visits and health and developmental screenings. Cooperates during developmental screenings. Regulates own emotions and behaviors.	PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
46-60 months Identifies specific practices that support body development and function. Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette. Combines and uses different senses depending on the activity. Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health. Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used. Identifies which school and community health helpers are needed in a given situation.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. 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.

Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming. Participates easily and knows what to do in routine activities. Observes basic hand and oral hygiene. Helps with routine care of the environment. (e.g., composting, trash pick-up, etc.). Recognizes there are multiple components of health. Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.). Participates in sleep routines.	
10b. Physical Health Status	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Maintains physical growth and well being. Demonstrates body spatial awareness in relationship to stationary objects. Participates in games, outdoor play, and other forms of physical activity. Engages in adaptive physical activities, as appropriate.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.

	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.
46-60 months Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire. Develops an awareness of personal health and fitness. Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when belly hurts, etc.). Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.6 Expresses and advocates for one's needs or personal preferences.
10c. Nutrition	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Makes nutritional needs/ interests known.(e.g., when thirsty, asks for water, verbalizes when hungry, etc.). Assists with set-up and clean-up at meal time as appropriate to the setting, is responsible for own area, and gathers needed materials for snack and meal time.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.

Child serves self to include but not limited to taking food from one container to another, opening packages accordingly, and serving bowl to plate. With support, participates in nutrition related activities.	
46-60 months With support, child recognizes a variety of health foods that come from other cultures. Identifies foods by their food group, where they come from (e.g., apples from trees, eggs from chickens, milk from cows or goats, etc.) and understands the difference between healthy and unhealthy food choices. Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating. Engages in food preparation when possible.	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.
10d. Safety	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Recognizes and names people who keep them safe in dangerous situations. Has an awareness of strangers. Develops awareness of and the ability to follow basic safety rules and practices.	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

Avoids hazardous chemicals and unsafe materials. Seeks adult approval before approaching unknown pets.	
46-60 months Identifies how people help keep them safe in dangerous situations. Follows basic safety rules and practices. Can respond appropriately to harmful or unsafe situations, objects, substances, and environments, and can identify the consequences of unsafe behavior. Demonstrates behaviors to reduce personal health risk. (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.). Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc. Follows emergency routines after adult instruction.	PD 3 Safety: Demonstrates safe practices PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 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. 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.
11. Motor Skills and Movement Patterns	
11a. Fine Motor	
16-36 months Holds object with one hand and manipulates it with the other. Folds blanket, cloth, diaper, or paper. Pours liquid from small pitcher or cup. Shows preference for one hand.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.

Puts on some easy clothing. Holds spoon, fork, cup, but may still spill. Can use a paintbrush but doesn't control drips.	
34-48 months Holds drawing, writing, and painting tools with fingers and thumb, creating more recognizable drawings (letter like symbols, shapes), but may hold the instrument too close to one end. Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers, and wrists to manipulate objects. Cuts paper in straight line. Completes interlocking puzzles. Develops ability to have increased dexterity with utensils. Uses increased skill in self-serving with little spilling during meals, including pouring and using tongs.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
46-60 months Holds drawing, writing, and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features Can write letters, basic shapes and lines and can draw more recognizable facial features. Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food with a fork,	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.

scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice. Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand. Practice self-help skills including buttoning, zipping, fastening, tying etc. Uses small, precise finger and hand movements (e.g. picking up small rocks and acorns or taking seeds out of sunflower heads). Uses fingers, hands, and wrists to manipulate a variety of small tools. (e.g., stapler, hole punchers, spray bottles)	
11b. Gross Motor	
16-36 months Exhibits more control and coordination of large muscle and body movement: Walks fast and well. Seldom falls. Stands and walk on tip toes. Walks backwards. Walks upstairs holding a hand or railing. Walks, runs with control, climbs well, throws a ball with aim. May jump in place.	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.

May balance on one foot for a second or two. Rides tricycle using pedals most of the time. Uses arms and legs with more purposefulness: Catches a ball by trapping it with arms and hands Pounds object with intention and precision Sensory thresholds do not interfere with desire to explore surroundings: continues to show increased ability to concentrate with multiple sensory stimulation present. increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information.	
34-48 months Moves purposefully from place to place with control. Moves with an awareness of personal space in relationship to others. Hops on one foot one time without losing balance or falling. Jumps down from a step and forward ten inches. Walks forward and backward along a line or a beam using normal stride. Walks up and down stairs, alternating feet.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing. Combines large motor movements with the use of equipment.	
46-60 months Coordinates complex movements in play and games. Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects. Demonstrates progressive locomotive skills, successive hopping, and forward jumping. Has control over speed and direction and balance such as: running, sliding, galloping forward, back, right, left. Demonstrates body awareness skills while participating in group physical activities. Manipulates objects with a full range of motion. Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature-based exploration (i.e. balancing on a log). Shows enthusiasm for mastery of gross motor movements through repetitive practice.	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. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Cognitive Development: Mathematical Practices and Reasoning	
12. Numeracy and Operations	
12a. Mathematical Practices	

16-36 months Verbally Counts (not always in the correct order) says “one, two, six” Recognizes and names a few numerals notices numbers within the environment and identifies a few by name Shows interest in simple patterns in the environment points to pedestrian crosswalk and says “white, black, white, black” Shows interest in patterns and sequences attempts to follow a pattern with large beads and string or on a peg board plays matching games	M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment.
34-48 months Participates in whole group and small group math-focused activities (e.e, joins in singing a counting/sequential song such as “Going on a Bear Hunt’) Uses math for “problem solving” in the physical and social world. Communicates math ideas verbally and non-verbally.	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. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

46-60 months Identifies math concepts within their learning environments. Recognizes the usefulness of math in everyday tasks. Uses math to solve problems in the context of classroom and home experiences. Represents mathematical concepts using classroom materials. Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences. Uses math terms in the course of everyday conversations.	M 1a Number Sense: Verbally counts numbers M 1a.5 Verbally counts to twenty. 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 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
12b. Counting and Cardinality Cluster	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Counts to 10 and beyond by ones with increasing accuracy. Recognizes and labels written numerals 0-5. Counts items to 5, recognizing the last number tells a total (cardinality).	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. 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.
46-60 months	M 1a Number Sense: Verbally counts numbers

Counts to 20 and beyond by ones with increasing accuracy. Recognizes and labels written numerals 0-10. Begins to recognize small quantities immediately (subitize) to determine how many. Counts items to 10, recognizing the last number tells how many (cardinality). Begins to write number symbols 0-10. Identifies whether the number of objects in one group is more than, less than, or equal to the number of objects in another group up to 10.	M 1a.5 Verbally counts to twenty. 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. 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.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
12c. Operations and Algebraic Thinking	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Transitions from rote counting to 1:1 correspondence. Responds with number words and/or counting strategy, when asked the question, How many?	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.
46-60 months Counts using 1:1 correspondence with increasing accuracy.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers

Represents addition and subtraction with materials, drawing, and role play. Uses concrete objects to model real-world addition and subtraction up to 10 (composing and decomposing numbers). Solves story problems using sets of up to 10 objects.	M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. 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.
13. Geometric Reasoning	
13a. Geometry	
16-36 months Follows simple directions related to proximity set your shoes “beside” your cot for naptime Makes comparisons between two objects identifies the larger object when shown.	M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
34-48 months Recognizes and names/ describes simple shapes. Matches similar shapes. Explores three-dimensional and two-dimensional shapes in the environment. Uses puzzles and other learning materials to demonstrate beginning part/ whole, shape and orientation concepts to solve problems.	M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. 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.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.

Uses physical movement to gain understanding of orientation and directionality (ie. near, far, beside, up, over, left).	
46-60 months Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties. Breaks down shapes into parts and whole. Discovers connections between formal geometric shapes and the surrounding environment to make three-dimensional and two-dimensional shapes by building, drawing, or labeling. Demonstrates understanding of directionality describing positions of objects in relationship to each other.	M 2b Spatial Awareness: Determines object location M 2b.5 Explains the location of an object in relation to another object. 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.
14. Statistical Reasoning	
14a. Measurement and Data	
16-36 months Classifies, labels, and sorts objects by characteristics: heavy vs. light Color hard vs. Soft large vs. Small Arranges objects in lines makes a row of blocks	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.

Matches simple shapes: using form boards or puzzles -circle, square, triangle Identifies the larger object when shown	
34-48 months Matches and groups similar objects. Recognizes measurable features of objects. Explores and begins to use measurement tools. Sorts, orders and groups familiar objects by a single feature and explains the reason. Recognizes and copies simple patterns in the environment, including sound and movement patterns. Demonstrates an understanding of time periods. Relates concepts of past, present and future to daily activities. Participates in data collection activities.	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. 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.
46-60 months Describes, sorts and names groups (classifies) of objects using one or more attributes. Identifies and compares measurable features of everyday objects, using appropriate vocabulary. Begins to use words such as “first”, “next”, and “last”.	M 4a Measurement: Measures and estimates M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4b Measurement: Compares and orders

Uses measurable features to order materials sequentially. Recognizes, copies, creates, and continues simple patterns using objects. Uses past and future tenses and time words appropriately. Begins to understand concepts such as yesterday, today, and tomorrow. Responds to questions that can be answered through data analysis. Is able to show data using simple charts and graphs. Uses non-standard units of measurement such as cubes, links, counting bears or hands, to measure objects. Uses measurement terms and concepts in everyday life.	M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 6 Classification: Sorts and graphs M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events.
Cognitive Development: Scientific Reasoning	
15. Scientific Practices and Reasoning	
15a. Exploration	
16-36 months Independently explores the immediate environment to investigate what is there asks about a new toy or explores different textures in the natural environment searches for a specific toy	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 1a Investigation & Inquiry: Asks questions and makes predictions.

Tries new activities, materials and equipment unfamiliar art materials different musical instrument joins in new song or finger play Uses multiple senses to determine properties of things lifts, shakes and listens smells, tastes and inquires of caregiver about the item Fills and empties containers with sand, water, or small toys. Begins to ask “Why” questions to understand specific concepts. Begins to notice differences and similarities (e.g kiwi is sweet and a lemon is sour, cows and dogs both have four legs.) Uses simple tools in exploration and inquiry (e.g magnifying glasses, hammers, tweezers) Explores different mediums and their properties: mixing sand and water cornstarch and water	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
34-48 months Explores and describes the immediate environment (materials, living things, patterns and cycles in nature). Experiments with new materials, technology and equipment. Investigates and problem solves through active exploration.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

Explores and describes changes in materials and cause and effect.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
46-60 months Uses new vocabulary when investigating materials, living things, patterns and cycles in nature. Uses and/or describes tools and technology that aid in solving a problem or performing a task. Plans and cooperatively carries out investigations to answer questions, test ideas and/or solve problems. Experiments with materials to change outcomes.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. 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. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
15b. Application of Science Concepts and Practices	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Poses questions about objects and events. Seeks answers to questions as children explore through play and projects.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

Describes or shows how objects and events are the same and different. Observes using senses and simple tools to explore properties of objects and living things safely (color, scent, shape, size, texture, weight). With teacher guidance, participates in science-based explorations. With teacher guidance, shares ideas and discoveries through conversations with peers and adults, simple drawings, dictation, early writing, and symbol charts.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
46-60 months Begins to use evidence gathered during play/project work and books/media to answer questions. Begins to classify objects and living things into categories. Describes what can be discovered using different senses and tools. Plans and carries out investigations with others. Makes and tests predictions. Collects and records information through drawing, writing, dictation and taking photographs. Draws conclusions and shares explanations based on evidence, prior knowledge, and the ideas of others.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 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.
16. Physical Science and Engineering	
16a. Motion and Stability: Forces and Interactions	

16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Using senses, tools and observation, begins to experiment with objects in motion and pushing/pulling. Begins to observe that matter can change state (i.e. solid to liquid, liquid to gas). Compares and contrasts light and shadow in outdoor and indoor environments. Begins to explore how the size, shape and material of objects impact the sounds they make.	SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
46-60 months Uses senses and tools (including technology) to observe and describe the strength and direction of forces. Plans and carries out comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push). Recognizes different types of matter (e.g., solid, liquid). Explores different sources of light, how light reflects, and what happens when light is blocked. Creates and describes sounds and what makes them change.	SCI 3a Physical Science: Explores forces and motion SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.
16b. Engineering	

16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Uses common objects that function as simple machines during play.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
46-60 months Compares tools or solutions and reflects on what works well. Uses common objects to build simple machines that solve a problem.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
17. Earth Science	
17a. Earth's Systems	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	NO STATE INDICATOR AT THIS AGE RANGE <i>The Preschool MELDS 16-36 month column has no indicators for this element.</i>
34-48 months Using simple tools, explores differences between soil, sand and water under different conditions. Observes, describes, and compares different weather conditions (rainy, cold, warm, snowy, cloudy). Suggests how weather affects human activities.	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.
46-60 months Uses senses and tools (including technology) to describe and discuss how weather changes over time.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.5 Identifies current season and explains how weather affects personal life.

Plans and carries out simple experiments with rocks, sand, water or soil and records observations using drawings, discussions, graphs and technology such as digital microscopes.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon.
17b. The Earth and Human Activity	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Begins to describe how human activity affects the environment. Uses water and energy responsibly (e.g. turning off lights when not in use, not wasting water.)	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.
46-60 months Demonstrates, through observation and investigation, an understanding that human activity impacts the earth (uses of resources to make products).	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.
18. Life Science	
18a. Organisms: Structures and Processes	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Uses senses to observe and describe properties of familiar plants and animals.	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.

Begins to use vocabulary for naming and describing plants and animals moving from general to specific labels. Compares properties and needs of similar and different plants and animals. Cares for plants and animals in the classroom and surrounding area and describes their needs.	
46-60 months Compares how people and other animals grow and change (life cycles). Uses vocabulary for naming plants and animals moving beyond general labels and begins to connect how they look to where and how they live. Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area. Begins to describe how animals adapt to weather conditions. Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
Cognitive Development: Social Sciences	
19. People, Communities, and their Environments	
19a. Civics and Government	
16-36 months Shows basic understanding of people and how they live:	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SS 3a Geography: Identifies types of places

imitates example of mother nursing younger sibling Notices differences between people – gender, skin color, etc. Seeks opportunities to label new items in the environment. Asks questions about new people, materials and places in the environment. Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.). Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.).	SS 3a.2 Recognizes familiar places.
34-48 months Recognizes the importance of their role as a member of their family, class, and community. Identifies activities that people can participate in to take care of the environment. Participates in developing classroom rules. With prompting and support, children participate in the classroom community by interacting with other children and adults in a formal or group setting.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. 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.
46-60 months Demonstrates a basic understanding of how people can positively affect their family, class and community. Understands and discusses why responsibilities are important. Recognizes different rules apply to different environments (e.g., classroom vs field trips).	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. 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.

Assists, with support and guidance, in developing and participating in activities designed to care for the environment and/or community.	
19b. Economics	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Identifies different types of employment, including work done in the home, school, and community. Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services, trading, and sustainability.	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do.
46-60 months Explores and discusses differences between basic wants and needs. Identifies and explains how basic human needs of food, clothing, shelter, and transportation are met. Begins to recognize money and its uses.	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.
19c. Geography	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months	SS 3a Geography: Identifies types of places

Recognizes that people share the environment with other people, animals, and plants. Recognizes various ways people communicate, travel, live, and work. Recognizes aspects of the environment, such as roads, buildings, trees, gardens, wildlife, bodies of water, or land formations.	SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.
46-60 months With support recognizes that environmental changes can impact people, animals, and plants. Describes and sequences physical features of the community through visual representation. Develops an understanding of the use and representation of simple maps, globes, and other geographic tools. Displays awareness that geographic features influence how people experience, navigate and work in their community and in other geographic regions.	SS 3a Geography: Identifies types of places SS 3a.6 Compares the geographic features of one's community to another community. SS 3b Geography: Interacts with maps SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
19d. History and Culture	
16-36 months <i>No examples are provided at this age range in the Preschool MELDS.</i>	
34-48 months Uses words to describe time (e.g, yesterday, names of seasons, before).	SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.

With prompting and support, recognizes differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities.	
46-60 months Uses words and phrases correctly to indicate changes that take place over time. Observes and recognizes changes that take place over time in the family, classroom and community. Recalls events that happened in the past, such as a family or personal history. Displays awareness of similarities and differences among individuals and families.	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. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.



Developmental Continuum of Skills

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

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

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

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

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

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

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