



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Mississippi Early Learning
Standards**





The Experience Developmental Continuum of Skills

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

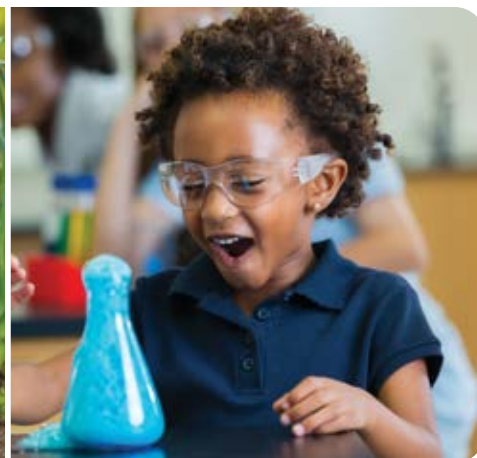
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

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



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



Mississippi Early Learning Standards

Infant and Toddler

Threes and Fours



Infant and Toddler Approaches to Learning Standards	
Emotional and Behavioral Self-Regulation	
Child manages feelings, emotions and support of familiar adults.	
Birth to 9 Months Interacts with familiar adults for calming and comfort, to focus attention and to share joy.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
8 Months to 18 Months Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
16 Months to 36 Months Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Child manages actions and behavior with support of familiar adults.	
Birth to 9 Months Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
8 Months to 18 Months Looks to familiar adults for assistance and guidance with actions and behavior.	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

May try to calm self by sucking on fingers or thumb when overly excited or distressed.	SED 2b.2 Participates in familiar routines and transitions with support.
16 Months to 36 Months Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.	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.
Cognitive Self-Regulation (Executive Functioning)	
Child maintains focus and keeps attention with support.	
Birth to 9 Months Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.
8 Months to 18 Months Shows increasing ability to attend to people. Shows increasing ability to attend to objects and activities. Shows increasing ability to extend or complete an activity. Shows increasing ability to attend to or join others in a common or shared focus.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to.
16 Months to 36 Months Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.

Child develops the ability to show persistence in actions and behavior.	
Birth to 9 Months Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
8 Months to 18 Months Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	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.
16 Months to 36 Months Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Child demonstrates the ability to be flexible in actions and behavior.	
Birth to 9 Months Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.
8 Months to 18 Months Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.
16 Months to 36 Months Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.

Initiative and Curiosity	
Child demonstrates emerging initiative in interactions, experiences and explorations.	
Birth to 9 Months Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
8 Months to 18 Months Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read. Actively resists actions or items not wanted.	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. 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.
16 Months to 36 Months Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Child shows interest in and curiosity about objects, materials, or events.	
Birth to 9 Months	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.

Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.	
8 Months to 18 Months Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. Actively resists actions or items not wanted.	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 Months to 36 Months Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Creativity	
Child uses creativity to increase understanding and learning.	
Birth to 9 Months Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others. Makes discoveries about self, others and the environment.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. 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.
8 Months to 18 Months	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.

Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. Uses objects in new ways.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
16 Months to 36 Months Combines objects or materials in new and unexpected ways. Shows interest in and curiosity about the world around them such as exploring new areas of a room. Seeks out new information and explores new play and tasks both independently and with adult support. Shows delight in creating something new.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. 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. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Child shows imagination in play and interactions with others.	
Birth to 9 Months Emerging	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.
8 Months to 18 Months Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.
16 Months to 36 Months Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas

	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Infant and Toddler Social and Emotional Development Standards	
Relationships With Adults	
Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
Birth to 9 Months Interacts in predictable ways with familiar adults. Responds positively to familiar adults' age appropriate efforts to help with stressful moments.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
8 Months to 18 Months Seeks familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
16 Months to 36 Months Engages in positive interactions in a wide variety of situations with familiar adults. Seeks familiar adults for comfort when distressed or tired.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 Months Recognizes familiar adults.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

May avoid or withdraw from unfamiliar adults.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
8 Months to 18 Months Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
16 Months to 36 Months Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Child learns to use familiar adults as a resource to meet needs.	
Birth to 9 Months Communicates needs to familiar adults by using a variety of behaviors.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.
8 Months to 18 Months Looks to or seeks help from familiar adults.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
16 Months to 36 Months	SED 3a Social relationships: Develops relationships with adults

Asks a familiar adult for help or assistance when encountering difficult tasks or situations.	SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
Relationships With Other Children	
Child shows interest in, interacts with and develops personal relationships with other children.	
Birth to 9 Months Looks at attentively, touches or explores another child's face. Show recognition for familiar children through actions or behaviors.	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
8 Months to 18 Months Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis.	SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers.
16 Months to 36 Months Seeks out other children for social interactions including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	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.
Child imitates and engages in play with other children.	
Birth to 9 Months	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.

Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	
8 Months to 18 Months Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
16 Months to 36 Months Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Emotional Functioning	
Child learns to express a range of emotions.	
Birth to 9 Months Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
8 Months to 18 Months Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.
16 Months to 36 Months	SED 1d Self-Awareness: Identifies emotions

Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Child recognizes and interprets emotions of others with the support of familiar adults.	
Birth to 9 Months Attends with interest when others express emotions.	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.
8 Months to 18 Months Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
16 Months to 36 Months Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Child expresses care and concern towards others.	
Birth to 9 Months May imitate another person's distressed emotions/facial expressions.	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.
8 Months to 18 Months Notices when another child is crying or upset. May seek adult's help or offer something to help another child, such as blanket or toy.	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.

16 Months to 36 Months Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Child manages emotions with the support of familiar adults.	
Birth to 9 Months Is comforted by a familiar adult.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.
8 Months to 18 Months Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.	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 Months to 36 Months Shows developing ability to cope with stress or strong emotions by using familiar strategies.	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.
Sense of Identity and Belonging	
Child shows awareness about self and how to connect with others.	
Birth to 9 Months Learns about self by exploring hands, feet, body and movement.	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.
8 Months to 18 Months Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.

16 Months to 36 Months Shows awareness of own thoughts, feelings and preferences as well as those of others. Uses different forms of communication to refer to self and others.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
Child recognizes, appreciates and respects characteristics of self and others.	
Birth to 9 Months Responds to own name when stated by a familiar adult. Distinguishes primary caregivers from others.	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. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
8 Months to 18 Months Develops self-awareness (recognizing self as separate individual from caregiver).	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.
16 Months to 36 Months Identifies obvious physical similarities, differences and compares characteristics between self and others.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
Child shows confidence in own abilities through relationships with others.	
Birth to 9 Months	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
8 Months to 18 Months Expresses desires and preferences. Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. 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.
16 Months to 36 Months Contributes own ideas, skills and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self.	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Child develops a sense of belonging through relationships with others.	
Birth to 9 Months Shows awareness of familiar routines by behaviors.	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
8 Months to 18 Months	SS 4 History & Sense of Time: Develops sense of time

Anticipates familiar routines or activities.	SS 4.2 Indicates the beginning or ending of an event. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
16 Months to 36 Months Refers to personal or family experiences and events that have happened in the recent past.	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.
Infant and Toddler Language and Communication Standards	
Attending and Understanding	
Child attends to, understands and responds to communication and language from others.	
Birth to 9 Months Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.
8 Months to 18 Months Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	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.
16 Months to 36 Months Shows recognition of words, phrases and simple sentences.	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.

Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.	LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.
Child learns from communication and language experiences with others.	
Birth to 9 Months Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.
8 Months to 18 Months Participates in joint attention with a familiar adult by looking back and forth between the adult and object. Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to. 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.
16 Months to 36 Months Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24-36 months up to 10 minutes). Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.
Communicating and Speaking	
Child communicates needs and wants verbally and non-verbally and by using language.	

Birth to 9 Months Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
8 Months to 18 Months Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
16 Months to 36 Months Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.
Child uses verbal and non-verbal communication and language to engage others in interaction.	
Birth to 9 Months Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
8 Months to 18 Months Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
16 Months to 36 Months	LLD 2a Communication: Uses language to express information and ask/answer questions

Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	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.
Child uses increasingly complex language in conversation with others.	
Birth to 9 Months Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds.
8 Months to 18 Months Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language. Communicates mainly about objects, actions and events happening in the here and now.	LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
16 Months to 36 Months Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses. Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.	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 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.

Child initiates non-verbal communication and language to learn and gain information.	
Birth to 9 Months Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
8 Months to 18 Months Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
16 Months to 36 Months Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?”	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Vocabulary	
Child understands an increasing number of words in communication with others.	
Birth to 9 Months Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.
8 Months to 18 Months Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.	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 Months to 36 Months Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.	LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally.
Child uses an increasing number of words in communications and conversations with others.	
Birth to 9 Months May use sign language, gestures, or expressions for familiar people or objects.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
8 Months to 18 Months Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
16 Months to 36 Months Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language.	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.
Emergent Literacy	
Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.	

Birth to 9 Months Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.
8 Months to 18 Months Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.
16 Months to 36 Months Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children's vocabulary in one language.	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.
Child handles books and relates them to their stories or information.	
Birth to 9 Months Explores a book by touching it, patting it, or putting it in mouth.	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.
8 Months to 18 Months Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	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 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
16 Months to 36 Months Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
Child recognizes pictures and some symbols, signs, or words.	
Birth to 9 Months Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.
8 Months to 18 Months Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.	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.3 Talks about pictures and ideas in familiar stories.
16 Months to 36 Months Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.	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 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.

	M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1.
Child comprehends meaning from pictures and stories.	
Birth to 9 Months Looks at picture books and listens to a familiar adult talk about pictures in a book.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
8 Months to 18 Months Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 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.
16 Months to 36 Months Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.	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 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
Child makes marks and uses them to represent objects or actions.	
Birth to 9 Months Emerging	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.

	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
8 Months to 18 Months Makes marks on paper with a large crayon or marker to explore writing materials.	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.
16 Months to 36 Months Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Infant and Toddler Cognition Standards	
Exploration and Discovery	
Child actively explores people and objects to understand self, others and objects.	
Birth to 9 Months Uses the senses and a variety of actions to explore people and objects.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
8 Months to 18 Months Acts intentionally to achieve a goal or when manipulating an object.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
16 Months to 36 Months Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Child uses understanding of causal relationship to act appropriately in social and physical environments.	
Birth to 9 Months Repeats an action to make things happen or to get a familiar adult to repeat an action.	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 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
8 Months to 18 Months Engages in purposeful actions to cause things to happen.	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 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16 Months to 36 Months Identifies the cause of an observed outcome. Predicts outcomes of actions or events, such as turning on the faucet will make water come out.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.4 When given a question, guesses a possible answer or outcome.
Memory	
Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	

Birth to 9 Months Recognizes familiar people by their faces or voices. Recognizes that some people are unfamiliar by their faces and voices.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
8 Months to 18 Months Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
16 Months to 36 Months Anticipates and communicates about multiple steps of familiar routines, activities, or events. Shows surprise or asks about unexpected outcomes or unusual people, actions, or events.	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Child recognizes the stability of people and objects in the environment.	
Birth to 9 Months Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
8 Months to 18 Months Searches for hidden/missing familiar adults or objects in the place they were last seen or found.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

16 Months to 36 Months Uses a variety of search strategies to find hidden familiar adults or objects.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 Months Shows excitement for or about a toy or other object that was played with days earlier. Anticipates familiar actions or routines.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
8 Months to 18 Months Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action.	SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
16 Months to 36 Months Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	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.
Reasoning and Problem Solving	
Child learns to use a variety of strategies in solving problems.	
Birth to 9 Months Engages in simple repeated actions to reach a goal.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.

	ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
8 Months to 18 Months Explores how to make something happen again or explores how something works by doing actions repeatedly.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
16 Months to 36 Months Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Child uses reasoning and planning to solve problems.	
Birth to 9 Months Uses own actions or movements to solve simple problems.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
8 Months to 18 Months Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16 Months to 36 Months Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.	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.
Emergent Mathematical Thinking	

Child develops sense of number and quantity.	
Birth to 9 Months Attends to quantity in play with multiple objects.	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.
8 Months to 18 Months Uses a few basic number words or signs to refer to change in the number of objects.	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order.
16 Months to 36 Months Uses language to refer to quantity.	M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five.
Child uses spatial awareness to understand objects and their movement in space.	
Birth to 9 Months Explores or watches objects when they move.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.
8 Months to 18 Months Explores how objects fit together, how they fit with other objects and how they move through space.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
16 Months to 36 Months Predicts or anticipates how objects move through space or fit together or inside other things.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.

Child uses matching, and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 Months Explores differences between familiar or unfamiliar adults or between different types of objects.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.
8 Months to 18 Months Matches objects by similar or related characteristics.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.
16 Months to 36 Months Sorts objects into two groups based on a single characteristic.	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
Imitation and Symbolic Representation and Play	
Child observes and imitates sounds, words, gestures, actions and behaviors.	
Birth to 9 Months Engages in give-and-take imitation games and play.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
8 Months to 18 Months Imitates what other people did earlier.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words.
16 Months to 36 Months	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.

Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.	
Child uses objects or symbols to represent something else.	
Birth to 9 Months Emerging	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
8 Months to 18 Months Uses toy objects in the same ways as the real objects they represent are used.	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.
16 Months to 36 Months Uses objects as symbols to represent other objects during pretend play.	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.
Child uses pretend play to increase understanding of culture, environment and experiences.	
Birth to 9 Months Emerging	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.
8 Months to 18 Months Imitates everyday actions of others.	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.
16 Months to 36 Months	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.

Acts out routines, stories, or social roles using toys and other materials as props.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Infant and Toddler Perceptual, Motor, and Physical Development Standards	
Perception	
Child uses perceptual information to understand objects, experiences and interactions.	
Birth to 9 Months Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
8 Months to 18 Months Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.	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. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.
16 Months to 36 Months Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.	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.

Child uses perceptual information in directing own actions, experiences and interactions.	
Birth to 9 Months Adjusts balance and movement with the changing size and proportion of child's own body in response to opportunities in the environment.	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.
8 Months to 18 Months Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
16 Months to 36 Months Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	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.
Gross Motor	
Child demonstrates effective and efficient use of large muscle for movement and position.	
Birth to 9 Months Explores new body positions and movements.	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.
8 Months to 18 Months Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.	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 Months to 36 Months	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.	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.
Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.	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. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
8 Months to 18 Months Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
16 Months to 36 Months Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	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. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
Child uses sensory information and body awareness to understand how one's own body relates to the environment.	
Birth to 9 Months	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.	PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
8 Months to 18 Months Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
16 Months to 36 Months Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self.
Fine Motor	
Child coordinates hand and eye movements to perform actions.	
Birth to 9 Months Coordinates hands and eyes when reaching for and holding steady or moving objects.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.
8 Months to 18 Months Uses hand-eye coordination for more difficult actions.	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 Months to 36 Months	PD 2 Fine Motor: Builds strength and coordination of small movements

Uses hand-eye coordination when participating in routines, play and activities.	PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Child uses hands for exploration, play and daily routines.	
Birth to 9 Months Uses single actions to explore shape, size, texture and weight of objects.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
8 Months to 18 Months Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
16 Months to 36 Months Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Child adjusts reach and grasp to use tools.	
Birth to 9 Months Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. M 4a Measurement: Measures and estimates

	M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.
8 Months to 18 Months Extends reach by using simple tools.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
16 Months to 36 Months Adjusts grasp to use different tools for different purposes.	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. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Health, Safety and Nutrition	
Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
Birth to 9 Months Emerging	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.
8 Months to 18 Months Expects and cooperates in daily self-care routines.	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.

16 Months to 36 Months Participates in healthy self-care routines with more independence.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
Child uses safe behaviors with support from familiar adults.	
Birth to 9 Months Emerging	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights.
8 Months to 18 Months Emerging	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
16 Months to 36 Months Accepts familiar adult guidance, support and protection when in unsafe situations. Learns some differences between safe and unsafe play behaviors, such as classroom rules.	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.	
Birth to 9 Months Emerging	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
8 Months to 18 Months Shows interest in new foods that are offered.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.

16 Months to 36 Months Shows willingness to try new, healthy foods when offered on many occasions. Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Three- and Four-Year-Old Children: English Language Arts Standards	
Reading Standards for Literature	
Key Ideas and Details	
Three-Year-Old Children 1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”). 2. With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). 3. With guidance and support, identify common objects in the pictures of books.	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.4 Retells portions of a story using pictures, gestures or props.
Four-Year-Old Children 1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing). 3. With prompting and support, identify some characters, settings and/or major events in a story.	LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Craft and Structure	
Three-Year-Old Children 4. With guidance and support, exhibit curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers. b. Identify real-world print (e.g., labels in the classroom, signs in the community). 5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability). 6. With guidance and support, identify the role of the “author” and “illustrator.”	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Four-Year-Old Children 4. Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories. b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	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 5.6 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

5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability). a. Identify the front cover, back cover and title page of a book. 6. With prompting and support, identify the role of the “author” and “illustrator”.	LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Integration of Knowledge and Ideas	
Three-Year-Old Children 7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books. 8. Not applicable to literature. 9. Begins at 4 years old or when the individual child is ready. RL.PK4.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Four-Year-Old Children 7. With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama). 8. Not applicable for literature. 9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6a.6 With support, compares similarities between two texts.
Range of Reading and Level of Text Complexity	

Three-Year-Old Children 10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	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.
Four-Year-Old Children 10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Reading Standards for Informational Text	
Key Ideas and Details	
Three-Year-Old Children 1. With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts). 2. With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation). 3. With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.
Four-Year-Old Children	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials). 2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation). 3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Craft and Structure	
Three-Year-Old Children 4. Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels). 5. With guidance and support, recognize how books are read and identify the front cover and back cover. 6. With guidance and support, identify the role of the author and illustrator.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Four-Year-Old Children 4. Exhibit curiosity and interest about words in a variety of informational texts. 5. With prompting and support, identify the front cover, back cover and title page of a book. 6. With prompting and support, identify the role of the “author” and “illustrator” in informational text.	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 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

Integration of Knowledge and Ideas	
Three-Year-Old Children 7. With guidance and support, make connections between self and real-life experiences as they relate to informational texts. 8. Begins at 4 years old or when the individual child is ready. ELA.RI.PK4.8 With prompting and support, explore the purpose of the informational text as it relates to self. 9. Begins at 4 years old or when the individual child is ready. ELA.RI.PK4.9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Four-Year-Old Children 7. With prompting and support, make connections between self and text and/or information and text. 8. With prompting and support, explore the purpose of the informational text as it relates to self. 9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6a.6 With support, compares similarities between two texts.
Range of Reading and Level of Text Complexity	
Three-Year-Old Children 10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
Four-Year-Old Children	LLD 6a Reading Comprehension: Responds to text

10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Reading Standards for Foundational Skills	
Print Concepts	
Three-Year-Old Children 1. With guidance and support, demonstrate basic features of print. a. Recognize that print moves from left to right, top to bottom and page by page. b. Recognize that spoken words can be written and convey meaning. c. Begins at 4 years old or when the individual child is ready. ELA.RF.PK4.1c Understand that words are separated by spaces in print. d. Recognize and name some letters in their first name. e. Recognize that letters can be grouped to form words. f. Recognize some numbers. g. Begins at 4 years old or when the individual child is ready. ELA.RF.PK4.1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 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. M 1b Number Sense: Identifies and writes numerals M 1b.3 Identifies numerals up to five.
Four-Year-Old Children	LLD 5 Concepts of Print: Uses print concepts and explores books and other text

1. With prompting and support, demonstrate understanding of conventions of print. a. Understand that print moves from left to right, top to bottom and page by page. b. Recognize an association between spoken and written words. c. Understand that words are separated by spaces in print. d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. e. Recognize words as a unit of print and understand that letters are grouped to form words. f. Differentiate letters from numbers. g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	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 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
Phonological Awareness	
Three-Year-Old Children 2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds. a. Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). b. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting). c. Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. 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.

d. Recognize initial sound in first name. e. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs). f. Begins at four years old or when the individual child is ready. ELA.RF.PK4.2f Demonstrate awareness of the relationship between sounds and letters.	
Four-Year-Old Children 2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds. a. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping. c. Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. d. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words. e. Engage in language play (e.g., sound patterns, rhyming patterns, songs). f. Demonstrate awareness of the relationship between sounds and letters.	LLD 3a Phonological Awareness: Rhyme LLD 3a.4 Identifies when two words rhyme. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. 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.
Phonics and Word Recognition	

Three-Year-Old Children 3. With prompting and support, demonstrate emergent phonics and word analysis skills. a. Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Begins in kindergarten or when the individual child is ready. RF.K.3b Associate the long and short sound with the common spellings (graphemes) for the five major vowels. c. Recognize own name and environmental print. d. Begins in kindergarten or when the individual child is ready. RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	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.
Four-Year-Old Children 3. With prompting and support, demonstrate emergent phonics and word analysis skills. a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Begins in kindergarten or when the individual child is ready. RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Recognize own name, environmental print and some common high-frequency sight words.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.

d. Begins in kindergarten or when the individual child is ready. RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Fluency	
Three-Year-Old Children 4. With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.	LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.
Four-Year-Old Children 4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	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.
Standards for Writing	
Text Types and Purposes	
Three-Year-Old Children 1. With guidance and support, recognize that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.

2. Begins in kindergarten or when the individual child is ready. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Begins in kindergarten or when the individual child is ready. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Four-Year-Old Children 1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories. 2. Begins in kindergarten or when the individual child is ready. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Begins in kindergarten or when the individual child is ready. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7b Writing: Uses writing to represent meaning LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.

event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Production and Distribution of Writing	
Three-Year-Old Children 4. Begins in grade 3. 5. Begins at 4 years old or when the individual child is ready. ELA.W.PK4.5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers. 6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.	LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. 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.
Four-Year-Old Children 4. Begins in grade 3. 5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers. 6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7b Writing: Uses writing to represent meaning LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Research to Build and Present Knowledge	
Three-Year-Old Children	SS 4 History & Sense of Time: Develops sense of time

7. Begins at 4 years old or when the individual child is ready. ELA.W.PK4.7 With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. 8. With prompting and support, recall information from experiences to answer questions. 9. Begins at grade 4.	SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. 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.
Four-Year-Old Children 7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. 8. With prompting and support, recall information from experiences to answer questions. 9. Begins in grade 4.	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. 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.
Range of Writing	
Three-Year-Old Children 10. Begins at grade 3.	—
Four-Year-Old Children 10. Begins in grade 3.	—
Standards for Speaking and Listening	
Comprehension and Collaboration	

Three-Year-Old Children 1. With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults. a. Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings) b. Engage in extended conversations 2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions. 3. With guidance and support, ask and answer questions in order to seek help, obtain 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 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally.
Four-Year-Old Children 1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations. 2. With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately.

3. With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	
Presentation of Knowledge and Ideas	
Three-Year-Old Children 4. With guidance and support, describe familiar people, places, things and events. 5. With prompting and support, add drawings or other visual displays to descriptions. 6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 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.3 Scribbles or draws marks as a representation of an object or person. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.
Four-Year-Old Children 4. With prompting and support, describe familiar people, places, things and events. 5. With prompting and support, add drawings or other visual displays to descriptions. 6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events. 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. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings.
Standards for Language	
Conventions of Standard English	
Three-Year-Old Children 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking. a. Use frequently occurring verbs and nouns. b. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.1b Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Ask and answer questions. d. Use simple prepositions (e.g., in, out, on, off). e. Use standard words instead of slang or baby talk. 2. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.2 With prompting and support, demonstrate awareness of the conventions of standard English.	LLD 2c Communication: Uses sentence structure LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Four-Year-Old Children 1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.	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.

a. Use frequently occurring nouns and verbs. b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with). e. Produce and expand complete sentences in shared language activities. 2. With prompting and support, demonstrate awareness of the conventions of standard English. a. Write first name, capitalizing the first letter. b. Develop an awareness of symbols for end punctuation. c. Attempt to write a letter or letters to represent a word. d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound 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.
Knowledge of Language	
Three-Year-Old Children 3. Begins in grade 2.	—
Four-Year-Old Children 3. Begins in grade 2.	—

Vocabulary Acquisition and Use	
Three-Year-Old Children 4. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. 5. With guidance and support, explore word relationships and word meanings a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers. c. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.5c Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). d. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.5d Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth). 6. With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	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. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
Four-Year-Old Children 4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle). 5. With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth). 6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.
Three- and Four-Year-Old Children: Mathematics Standards	
Counting and Cardinality	
Know number names and the count sequence.	
Three-Year-Old Children 1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five.

2. Begins at 4 years old or when the individual child is ready. M.CC.PK4.2 With prompting and support, recognize, name, and attempt writing numerals 0-20.	
Four-Year-Old Children 1. With prompting and support, recite numbers 1 to 30 in the correct order. 2. With prompting and support, recognize, name, and attempt writing numerals 0 – 20.	M 1a Number Sense: Verbally counts numbers M 1a.5 Verbally counts to twenty. M 1b Number Sense: Identifies and writes numerals M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Count to tell the number of objects.	
Three-Year-Old Children 3. With guidance and support, attempt to count concrete objects and actions up to 3. 4. Begins at 4 years old or when the individual child is ready. M.CC.PK4.4 With guidance and support, understand the relationship between numerals and quantities. a. Begins at 4 years old or when the individual child is ready. M.CC.PK4.a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.
Four-Year-Old Children 3. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different. 4. With guidance and support, understand the relationship between numerals and quantities.	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 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.

a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials. b. Match quantities and numerals 0 – 10. 5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design. a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	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.
Compare numbers.	
Three-Year-Old Children 5. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	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.
Four-Year-Old Children 6. Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	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.
Operations and Algebraic Thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
Three-Year-Old Children	M 1e Number Sense: Addition and subtraction

1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects. 2. Begins at 4 years old or when the individual child is ready. M.OA.PK4.2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials. 3. Begins at 4 years old or when the individual child is ready. M.OA.PK4.3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials. 4. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)	M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern.
Four-Year-Old Children 1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials. 2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials. 3. With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials. 4. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects.	M 1e Number Sense: Addition and subtraction M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.
Measurement and Data	

Describe and compare measurable attributes.	
Three-Year-Old Children 1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light). 2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter). 3. Explore nonstandard units of measurement. 4. Explore standard tools of measurement.	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.
Four-Year-Old Children 1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light). 2. With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.	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.
Classify objects and count the number of objects in each category.	
Three-Year-Old Children 1. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature.

Four-Year-Old Children 3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature.
Geometry	
Explore, identify and describe shapes (squares, circles, triangles).	
Three-Year-Old Children 1. With guidance and support, correctly name circles, squares and triangles. 2. With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle). 3. Begins at 4 years old or when the individual child is ready. M.G.PK4.3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.
Four-Year-Old Children 1. With guidance and support, correctly name shapes. 2. With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes. 3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	M 3 Shapes: Identifies shapes and their characteristics M 3.4 Identifies four to six two-dimensional shapes. 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.
Analyze, compare, create and compose shapes.	

Three-Year-Old Children 4. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks). 5. Begins at 4 years old or when the individual child is ready. M.G.PK4.5 With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	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.
Four-Year-Old Children 4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). 5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	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.
Three- and Four-Year-Old Children: Approaches to Learning Standards	
Play	
Engage in play.	
Three-Year-Old Children 1. With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play. 2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. 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.

3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms. 4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
Four-Year-Old Children 1. Cooperate with peers during play by taking turns, sharing materials and inviting others to play. 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language). 4. Demonstrate active engagement in play.	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. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. SED 3c Social relationships: Participates cooperatively in groups 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.
Curiosity and Initiative	
Demonstrate curiosity and initiative.	

Three-Year-Old Children 1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments. 2. Begin to ask questions to seek new information. 3. Demonstrate an increasing ability to make independent choices. 4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. 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. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Four-Year-Old Children 1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments. 2. Ask questions to seek new information. 3. Make independent choices. 4. Approach tasks and activities with flexibility, imagination and inventiveness.	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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option. 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.
Persistence and Attentiveness	

Demonstrate persistence and attentiveness.	
Three-Year-Old Children 1. With guidance and support, follow through to complete a task or activity. 2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience. 3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Four-Year-Old Children 1. Follow through to complete a task or activity. 2. Demonstrate the ability to remain engaged in an activity or experience. 3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	ATL 1a Attention & Persistence: Attends ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Problem-Solving Skills	
Demonstrate problem-solving skills.	
Three-Year-Old Children 1. With guidance and support, identify a problem or ask a question. 2. With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).	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. SCI 1b Investigation & Inquiry: Observes, describes and records

3. With guidance and support, apply prior learning and experiences to build new knowledge.	SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
Four-Year-Old Children 1. Identify a problem or ask a question. 2. Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error). 3. Apply prior learning and experiences to build new knowledge.	SED 4a Problem-Solving: Solves problems 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.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Three- and Four-Year-Old Children: Social and Emotional Development Standards	
Social Development	
Build and maintain relationships with others.	
Three-Year-Old Children 1. Interact appropriately with familiar adults. a. With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security. b. With guidance and support, engage with a variety of familiar adults. 2. Interact appropriately with other children. a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	SED 3a Social relationships: Develops relationships with adults SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3d Social relationships: Identifies and respects emotions of others

b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. With guidance and support, ask permission to use materials belonging to someone else. d. Begin to acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”). 3. Express empathy and care for others. a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer). b. Begin to offer and accept encouraging and courteous words to demonstrate kindness. c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. 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.
Four-Year-Old Children 1. Interact appropriately with familiar adults. a. Communicate to seek out help with a difficult task, to find comfort and to obtain security. b. Engage with a variety of familiar adults for a specific purpose. 2. Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help. 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 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”). 3. Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	SED 3d.4 Explains how and why someone may be feeling a certain emotion. 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.
Work productively toward common goals and activities.	
Three-Year-Old Children 4. Participate successfully as a member of a group. a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). b. With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

5. Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., “I want to play.”). b. With guidance and support, lead and follow. c. With guidance and support, move into group with ease. 6. Resolve conflicts with others. a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”). b. With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).	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.
Four-Year-Old Children 4. Participate successfully as a member of a group. a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). 5. Join ongoing activities in acceptable ways. a. Express to others a desire to play (e.g., say, “I want to play.”).	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 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. 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. SS 2a Civics & Economics: Follows rules, limits and expectations

b. Lead and follow. c. Move into group with ease. 6. Resolve conflicts with others. a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Emotional Development	
Demonstrate awareness of self and capabilities.	
Three-Year-Old Children 1. Demonstrate trust in self. a. Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). b. Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). 2. Develop personal preferences. a. Begin to express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” “I want ...”). b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 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.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

3. Show flexibility, inventiveness and interest in solving problems. a. With guidance and support, make alternative choices (e.g., move to another area when a center is full). b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). 4. Know personal information. a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first name. c. With guidance and support, know parents'/guardians' names.	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.
Four-Year-Old Children 1. Demonstrate trust in self. a. Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ..."). b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!"). 2. Develop personal preferences. a. Express independence, interest and curiosity (e.g., say, "I can ...", "I choose ..." I want ..."). b. Select and complete tasks (e.g., finish a puzzle or drawing).	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. 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.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. SED 4a Problem-Solving: Solves problems

3. Show flexibility, inventiveness and interest in solving problems. a. Make alternative choices (e.g., move to another area when a center is full). b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). 4. Know personal information. a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first and last name. c. Know parent(s)/guardian(s') name(s).	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. ATL 2a Flexibility & Play: Shows flexibility ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Recognize and adapt expressions, behaviors and actions.	
Three-Year-Old Children 5. Show impulse control with body and actions. a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story). 6. Manage emotions.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.

a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With guidance and support, recognize emotions (e.g., “I am really mad.”). c. With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). d. With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like it when you take my truck.”). 7. Follow procedures and routines with teacher support. a. Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced). b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper). c. Begin to take turns and to share information with others (e.g., interact during group time). 8. Demonstrate flexibility in adapting to different environments. a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom). b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Four-Year-Old Children	SED 2a Self-Regulation: Manages feelings and behavior

5. Show impulse control with body and actions. a. Control own body in space (e.g., move safely through room without harm to self or others). b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story). 6. Manage emotions. a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With prompting and support, recognize emotions (e.g., “I am really mad.”). c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”). 7. Follow procedures and routines with teacher support. a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). b. Use materials with care and safety (e.g., use scissors to cut paper).	SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 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. LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
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c. Take turns sharing information with others (e.g., interact during group time). 8. Demonstrate flexibility in adapting to different environments. a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom). b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	
Three- and Four-Year-Old Children: Science Standards	
Physical Science	
Develop awareness of observable properties of objects and materials.	
Three-Year-Old Children 1. Begin to manipulate and explore a wide variety of objects and materials. 2. Begins at 4 years old or when the individual child is ready. S.PS.PK4.2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid, and sink or float). 3. Begins at 4 years old or when the individual child is ready. S.PS.PK4.3 With prompting and support, explore how solid objects can be constructed from a smaller set. 4. With guidance and support, explore properties of solid objects. a. With guidance and support, identify position of objects.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.

b. With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float). 5. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	
Four-Year-Old Children 1. The child will manipulate and explore items in the environment with a wide variety of investigative tools. 2. With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float). 3. With prompting and support, explore how solid objects can be constructed from a smaller set. a. With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks) b. With teacher guidance, explore why things may not work the same if some of the parts are missing. 4. With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.6 Classifies and sorts materials by a variety of physical properties. SCI 3a Physical Science: Explores forces and motion SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. 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.
Life Science	
Develop an awareness of living things.	

Three-Year-Old Children 1. With guidance and support, explore body parts associated with the use of each of the five senses. 2. With guidance and support, explore how people change during changes of the life cycle. a. Explore text with illustrations of human life stages. b. Begins at 4 years old or when the individual child is ready. S.LS.PK4.2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. 3. With guidance and support, conduct a simple investigation to observe the differences in humans during life stages. 4. With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people). a. With guidance and support, conduct an experiment to observe the growth of plants. 5. With guidance and support, describe individual characteristics of self, other living things and people. a. With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.	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 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
Four-Year-Old Children 1. With prompting and support, name and identify the five senses and the corresponding body parts for each.	SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle. a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas. b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings. 3. With prompting and support, explore what animals and plants need to live and grow. a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow. 4. With guidance and support, explore characteristics of living and non-living things. a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things. b. With teacher guidance, create a visual representation of the information gained and results of the experiment. c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.5 Observes, describes and records a scientific phenomenon. PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Earth and Space Science	

Develop an awareness of earth science and space.	
Three-Year-Old Children 1. With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy). a. Observe daily display about weather and seasonal activity. 2. Begin to identify objects in the sky (e.g., clouds, sun, moon and stars). a. Explore materials to create display of common elements of day and night. b. Explore devices that protect from sun or rain. 3. With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves). a. Begins at 4 years old or when the individual child is ready. S.ES.PK4.3a Participate in a teacher-led activity to identify and reuse materials. b. Begins at 4 years old or when the individual child is ready. S.ES.PK4.3b With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 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.
Four-Year-Old Children 1. With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).	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.

a. With teacher guidance, collect and display daily data about weather and seasonal activity. 2. With prompting and support, identify characteristics of the clouds, sun, moon and stars. a. With teacher guidance, create a simple model of common elements of day and night. b. With teacher guidance, construct a device which would protect from sun and/or rain. 3. With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves). a. Participate in a teacher led activity to identify and reuse materials. b. With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).	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 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Technology	
Identify and explore a variety of technology tools.	
Three-Year-Old Children 1. With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines). 2. Begins at 4 years old or when the individual child is ready. S.T.PK4.2 Use technology tools to gather and/or communicate information.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.

3. Begins at 4 years old or when the individual child is ready. S.T.PK4.3 With prompting and support, invent and construct simple objects or structures using technology tools.	
Four-Year-Old Children 1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. 2. Use technology tools to gather and/or communicate information. 3. With prompting and support, invent and construct simple objects or structures using technology tools.	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.
Three- and Four-Year-Old Children: Physical Development Standards	
Gross Motor Skills	
Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
Three-Year-Old Children 1. Identify body parts (e.g., knee, foot, arm). 2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	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 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
Four-Year-Old Children 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 4b Personal Care: Understands bodily functions PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
Three-Year-Old Children 3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs). 4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides). 5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	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.
Four-Year-Old Children 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). 4. Use various types of equipment (e.g., playground equipment, tricycles, slides). 5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Fine Motor	
Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
Three-Year-Old Children 1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Four-Year-Old Children 4. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	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.
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
Three-Year-Old Children 2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes). 3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.

Four-Year-Old Children 5. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). 6. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	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.
Participate in fine motor activity for self-expression and/or social interaction.	
Three-Year-Old Children 4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).	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. 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.3 Uses materials to create shapes or symbols.
Four-Year-Old Children 7. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 8. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).	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. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images.

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
Three-Year-Old Children 6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
Four-Year-Old Children 9. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Self-Care, Health and Safety Skills	
Demonstrate an awareness and practice of safety rules.	
Three-Year-Old Children 1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community). 2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations. 3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.
Four-Year-Old Children 1. With prompting and support, identify safety rules (e.g., classroom, home, community).	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.

2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. 3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	
Demonstrate an emerging use of standard health practices.	
Three-Year-Old Children 4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene). 5. With guidance and support, participate in a variety of physical activities. 6. With guidance and support, identify nutritious foods.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. 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.
Four-Year-Old Children 4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene). 5. With prompting and support, participate in a variety of physical activities. 6. With prompting and support, identify nutritious foods.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. 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.

Three- and Four-Year-Old Children: Social Studies Standards	
Family and Community	
Understand self in relation to the family and the community.	
Three-Year-Old Children 1. Begin to identify self as a member of a family, the learning community and local community. 2. With guidance and support, identify similarities and differences in people. 3. With guidance and support, describe some family traditions. 4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
Four-Year-Old Children 1. Identify self as a member of a family, the learning community and local community. 2. With prompting and support, identify similarities and differences in people. 3. With prompting and support, describe some family traditions. 4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	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. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others.
Understand the concept of individual rights and responsibilities.	
Three-Year-Old Children	SS 2a Civics & Economics: Follows rules, limits and expectations

5. With guidance and support, demonstrate responsible behavior related to daily routines. 6. With guidance and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions. 7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). 8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly). 9. With guidance and support, describe a simple sequence of familiar events.	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 1a Culture & Community: Identifies community and family roles. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.
Four-Year-Old Children 5. With prompting and support, demonstrate responsible behavior related to daily routines. 6. With prompting and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions. 7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 1a Culture & Community: Identifies community and family roles. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 4 History & Sense of Time: Develops sense of time SS 4.5 Uses language of time to describe familiar sequences of events.

8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible). 9. With prompting and support, describe a simple sequence of familiar events.	SED 4b Problem-Solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision.
Our World	
Understand the importance of people, resources and the environment.	
Three-Year-Old Children 1. With guidance and support, treat classroom materials and belongings of others with care. 2. With guidance and support, identify location and some physical features of familiar places in the environment. 3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant). 4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. 5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. 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. 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 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Four-Year-Old Children 1. Treat classroom materials and the belongings of others with care.	SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.

2. With prompting and support, identify location and some physical features of familiar places in the environment. 3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). 4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. 5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	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. 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 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
History and Events	
Understand events that happened in the past.	
Three-Year-Old Children 1. With guidance and support, describe a simple series of familiar events. 2. With guidance and support, begin to understand events that happened in the past.	SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Four-Year-Old Children 1. With prompting and support, describe a simple series of familiar events. 2. Recognize events that happened in the past.	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.
Three- and Four-Year-Old Children: Creative Expression Standards	

Dance	
DA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile). b. Find a different way to do several basic locomotor and non-locomotor movements.	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.4 Demonstrates multiple ways to move body parts. Moves to the beat.
DA: Cr2.1.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Improvise dance that starts and stops on cue. b. Engage in dance experiences moving alone or with a partner.	CA 2a Dance & Movement: Expresses through dance CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.
DA: Cr3.1.PK Refine and complete artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Respond to suggestions for changing movement through guided improvisational experiences. b. Identify parts of the body and document a body shape or position by drawing a picture.	CA 2b Dance & Movement: Develops movement techniques CA 2b.5 Follows a leader to perform a simple movement pattern. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
DA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 2a Dance & Movement: Expresses through dance

a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).	CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.
DA: Pr5.1.PK Develop and refine artistic technique and work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships. b. Move in general space and start and stop on cue while maintaining personal space. c. Identify and move body parts and repeat movements upon request.	CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. 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.
DA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Dance for others in a designated area or space. b. Use a simple prop as part of a 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 2b Dance & Movement: Develops movement techniques CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.
DA: Re7.1.PK Perceive and analyze artistic work.	

Pre-Kindergarten (Three- and Four-Year-Old Children) a. Identify a movement in a dance by repeating it. b. Demonstrate an observed or performed dance movement.	CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.5 Follows a leader to perform a simple movement pattern.
DA: Re8.1.PK Interpret intent and meaning in artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Observe a movement and share impressions.	CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. 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.
DA: Re9.1.PK Apply criteria to evaluate artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	CA 2b Dance & Movement: Develops movement techniques CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. 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.
DA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Recognize an emotion expressed in dance movement that is watched or performed.	CA 2a Dance & Movement: Expresses through dance CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 2b Dance & Movement: Develops movement techniques

b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.	CA 2b.3 Follows the movements of others. Explores personal space and direction. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
DA: Cn11.1.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Show a dance movement experienced at home or elsewhere.	CA 2a Dance & Movement: Expresses through dance CA 2a.6 Expresses ideas, feelings and stories through creative movement. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Media Arts	
MA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
MA: Cr2.1.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.5 Plans, designs and seeks materials to make a creation.

a. With guidance, form ideas into plans or models for media arts productions.	
MA: Cr3.1.PK Refine and complete artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Make and capture media arts content, freely and in guided practice, in media arts productions. b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
MA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, combine different forms and content, such as image and sound, to form media artworks.	CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
MA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.

b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
MA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, share roles and discuss the situation for presenting media artworks. b. With guidance, share reactions to the presentation of media artworks.	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. 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.
MA: Re7.1.PK Perceive and analyze artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, explore and discuss components and messages in a variety of media artworks. b. With guidance, explore media artworks and discuss experiences.	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.5 Engages in conversations through multiple exchanges.
MA: Re8.1.PK Interpret intent and meaning in artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, share reactions to media artworks.	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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.

MA: Re9.1.PK Apply criteria to evaluate artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, examine and share appealing qualities in media artworks.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.
MA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Use personal experiences in making media artworks. b. With guidance, share experiences of media artworks.	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. 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.
MA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With guidance, relate media artworks and everyday life. b. With guidance, interact safely and appropriately with media arts tools and environments.	PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Music	
MU: Cr1.1.PK Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 1a Music: Expresses through music

a. With substantial guidance, explore and experience a variety of music.	CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
MU: Cr2.1.PK Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.5 Repeats simple rhythm patterns.
MU: Cr3.1.PK Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
MU: Cr3.2.PK Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 1a Music: Expresses through music

a. With substantial guidance, share revised personal musical ideas with peers.	CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
MU: Pr4.1.PK Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, demonstrate and state preference for varied musical selections.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
MU: Pr4.2.PK Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, explore and demonstrate awareness of musical contrasts.	CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
MU: Pr4.3.PK Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 1a Music: Expresses through music

a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices.
MU: Pr5.1.PK Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, practice and demonstrate what they like about their own performances. b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
MU: Pr6.1.PK Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, perform music with expression.	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
MU: Re7.1.PK Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.	
Pre-Kindergarten (Three- and Four-Year-Old Children)	CA 1a Music: Expresses through music

a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
MU: Re7.2.PK Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, explore musical contrasts in music.	CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
MU: Re8.1.PK Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.
MU: Re9.1.PK Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With substantial guidance, talk about personal and expressive preferences in music.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.

	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.5 Describes and compares preferences of self and others.
MU: Cn10.0.PK Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
MU: Cn11.0.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Relate musical ideas and works with varied context to deepen understanding.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	CA 1a Music: Expresses through music CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm.
Theatre	
TH: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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

b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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.
TH: Cr2.1.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.
TH: Cr3.1.PK Refine and complete artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. 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.
TH: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. 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.

TH: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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.5 Uses a combination of real and imaginary props or characters to play out a scene.
TH: Pr6.1.PK Convey meaning through the presentation of artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
TH: Re7.1.PK Perceive and analyze artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings.
TH: Re8.1.PK Interpret intent and meaning in artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. 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.

b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
TH: Re9.1.PK Apply criteria to evaluate artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
TH: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
TH: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
TH: Cn11.2.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	

Pre-Kindergarten (Three- and Four-Year-Old Children) a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. LLD 6a Reading Comprehension: Responds to text 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.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Visual Arts	
VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Engage in self-directed play with materials.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
VA: Cr1.2.PK Generate and conceptualize artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Engage in self-directed, creative making.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. CA 3b Visual Arts: Develops visual art techniques CA 3b.5 Uses artistic tools and media to create intentional designs or images.
VA: Cr2.1.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Use a variety of art-making tools.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques

	CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
VA: Cr2.2.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Share materials with others.	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. SED 3c Social relationships: Participates cooperatively in groups SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
VA: Cr2.3.PK Organize and develop artistic ideas and work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Create and tell about art that communicates a story about a familiar place or object.	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. 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.
VA: Cr3.1.PK Refine and complete artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Share and talk about personal artwork.	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. 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.

VA: Pr4.1.PK Select, analyze and interpret artistic work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Identify reasons for saving and displaying objects, artifacts, and artwork.	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.
VA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Identify places where art may be displayed or saved.	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community.
VA: Pr6.1.PK Convey meaning through the presentation of artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Identify where art is displayed both inside and outside of school.	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.
VA: Re7.1.PK Perceive and analyze artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Recognize art in one’s environment.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
VA: Re7.2.PK Perceive and analyze artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Distinguish between images and real objects.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
VA: Re8.1.PK Interpret intent and meaning in artistic work.	

Pre-Kindergarten (Three- and Four-Year-Old Children) a. Interpret art by identifying and describing subject matter.	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 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.
VA: Re9.1.PK Apply criteria to evaluate artistic work.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Select a preferred artwork.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
VA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Explore the world using descriptive and expressive words and art-making.	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. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
VA: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Pre-Kindergarten (Three- and Four-Year-Old Children) a. Recognize that people make art.	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.



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.