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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

Montana Early Learning Standards

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

This document details the alignment of the **Montana 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.






Montana Early Learning Standards

Infants & Toddlers

Preschool (Threes, Fours, Fives)

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Core Domain 1: Emotional and Social	
Culture, Family, and Community	
Standard 1.1 Culture: Children develop an awareness of and appreciation for similarities and differences between themselves and others.	
Birth–8 months Shows recognition and preference for familiar people, voices, and routines that reflect their home environment. Builds trust and attachment through contextually meaningful interactions. Turns head toward familiar voices, calms more quickly with known routines or caregiving styles, and shows preference for familiar people who reflect their home environment patterns of care (how they are held, soothed, or spoken to).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
9–18 months Begins to notice and respond to differences in people's appearance, voice, language, or behaviors. Expresses early social awareness through sensory cues and interactions. Engages in pretend or role play—such as feeding a doll, mimicking family routines, or using varied voices—that reflect both familiar and unfamiliar people, showing awareness of differences in appearance, language, or behavior observed in daily interactions.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. **SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
19–24 months Shows curiosity and enjoyment in stories, songs, and traditions from their community and own environments. Engages in heritage-rich pretend play and expression.	**SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions.

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Uses gestures, sounds, or emerging language to express interest in stories, songs, or routines from their own or other cultures, such as mimicking a family tradition, repeating a song, or asking about others' actions.	
25–30 months Engages with diverse peers in play and daily routines, demonstrating growing comfort with individual differences. Initiates interactions and begins to show empathy. Initiates play or interaction with peers who have different routines, languages, or appearances, showing comfort and curiosity.	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self.
31–35 months Explores social roles and identities through play and asks questions about others' traits, ages, and experiences. Demonstrates appreciation and curiosity about differences and similarities. Responds with acceptance, interest, or comfort—such as offering a toy, imitating behaviors, joining in play, or showing empathy—when engaging with others who may look, sound, or act differently than themselves.	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
3 years (36–42 months) Identifies and describes similarities and differences between themselves and others. Describes differences between people of different ages and stages based on strengths, challenges, and interests. Talks about what people can do and what they are still learning, such as saying "She can't walk yet because she's a baby."	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.

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Standard 1.2 Family: Children develop an awareness of the functions, contributions, and varied characteristics of family.	
Birth–8 months Shows recognition and positive responses— such as smiling, cooing, or reaching—to familiar voices, songs, and rhythms associated with their family environment, demonstrating early awareness of family connections and comforting routines. Turns head, makes eye contact, smiles, vocalizes, or physically responds (e.g., kicking, reaching) to familiar songs, voices, or storytelling patterns from their home culture, showing enjoyment and recognition.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.1 Listens to stories or music related to cultures and traditions.
9–18 months Enjoys exploring stories, songs, and traditions from their own and others' heritages. Participates in imaginative play that reflects meaningful customs and experiences. Uses eye contact, reaches, babbles, crawls toward, or gently pats a familiar adult or family member to stay engaged or reconnect during play or after separation, showing trust and emotional connection.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.2 Participates in activities related to cultures or traditions. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
19–24 months Uses sounds, gestures, and simple words to maintain connection with familiar adults and shows caution or curiosity toward unfamiliar adults. Uses gestures (e.g., pointing, waving, or reaching), sounds, or simple words (e.g., "Mama" or "Dada") to stay connected with familiar adults,	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

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and may show caution or curiosity when encountering unfamiliar adults.	
25–30 months Identifies and names familiar family members; begins to recognize routines and caregiving roles within their home environment. Uses simple words, gestures, or short phrases to name familiar family members and describe or imitate caregiving routines, such as feeding, cooking, or comforting. Notices and comments on similarities and differences among people, objects, and routines, and uses emerging language to talk about what others do in daily life.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
31–35 months Describes personal relationships (e.g., “my mom,” “my teacher”) and uses language, play, and actions to show connection, comfort, and independence. Uses language, gestures, and pretend play to describe and imitate familiar relationships and routines, such as saying “my mom,” pretending to cook like a parent (“Daddy cook”), or bringing a diaper when caring for a doll.	**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.
3 years (36–42 months) Shows awareness of their role in the family and can name and talk about family members. Names people in their family, like saying “That’s my mommy” or “My brother is big.” Talks about what family members do and how they’re connected, like “Daddy goes to work” or “I help Grandma bake cookies.”	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.

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Standard 1.3 Community: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
Birth–8 months Observes and shows interest in nearby children through eye contact, sounds, or movement during routines and play. Shows awareness of other children through visual tracking, smiling, vocalizing, reaching toward, or physically orienting their body in response to a nearby peer.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
9–18 months Engages in simple social exchanges with peers, such as handing toys, imitating sounds, or smiling in response to another child's actions. Plays alongside another child using similar materials, occasionally glancing, smiling, imitating sounds or actions, and engaging in brief exchanges, such as handing a toy or responding to a peer's gesture.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers.
19–24 months Participates in parallel play near peers and begins to use gestures or single words to communicate during shared routines or activities. Engages in parallel play near peers and uses gestures or single words—such as calling a peer's name, pointing, or offering a toy—to communicate during shared routines or pretend activities.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers.
25–30 months	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.

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Recognizes and uses the names of familiar peers during play, routines, and social interactions. Begins turn-taking and shared play activities. Uses simple words and actions—such as naming peers, offering toys, commenting on play, or imitating others—to engage in turn-taking and shared play activities, showing growing interest in group interactions.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers.
31–35 months Plays roles of family or community members during pretend play and demonstrates growing empathy and collaboration with peers. Engages in cooperative pretend play with peers, such as taking turns, assigning roles (e.g., parent, teacher), and working toward shared goals, while showing awareness of others' feelings, ideas, and needs.	**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 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. **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.
3 years (36–42 months) Recognizes and describes community workers and their roles. May identify community workers—such as a firefighter, police officer, or cashier—and describes what they do.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Standard 1.4 Self-Concept: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
Birth–8 months Explores hands, feet, and facial expressions with fascination, and begins to respond to their own name during routines and caregiving.	**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.

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Gazes at, touches, or brings their hands or feet to their mouth, exploring them with visual focus, movement, or mouthing. Turns their head, becomes alert, vocalizes, or smiles when their name is spoken by a familiar adult.	
9–18 months Demonstrates preference for familiar faces and shows pleasure or pride when achieving a new skill or mastering a task. Turns head, vocalizes, or smiles in response to familiar adults during routines or play. After completing a new or familiar task, smiles, claps, vocalizes, or seeks acknowledgment, showing pride and desire for recognition.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
19–24 months Recognizes own body as belonging to self, uses “me” and “mine,” and begins to name familiar body parts. Explores their own body by looking at, touching, or moving their hands, feet, or other body parts with focused attention or purposeful movement. Uses words such as “me” or “mine” when referring to their own belongings, body, or actions during play or daily routines.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts.
25–30 months Engages in play that reflects personal interests and choices, showing emerging independence and self-direction. Independently selects materials or activities and engages with them for a sustained period, demonstrating focus, curiosity, or enjoyment, and emerging self-direction.	**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.
31–35 months	**SED 1a Self-Awareness: Knows self and expresses confidence**

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Expresses preferences, describes personal characteristics, and asserts ownership through words, actions, and role-based play. Uses words, gestures, or actions to express likes and dislikes, such as choosing favorite toys, requesting preferred activities, or resisting undesired items, and engages in role-based play that reflects personal identity, interests, or family roles (e.g., saying “I’m the teacher” or “That’s mine”).	SED 1a.4 Identifies characteristics of self. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
3 years (36–42 months) Shows awareness of self, including own body, abilities, thoughts, and feelings. Knows the name of some body parts, says how they feel and what they like, and talks about things they can do, like jumping or drawing. They may say things like, “I’m sad because I dropped my ice cream” or “I’m happy when I play with my friends.”	**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.3 Expresses likes and dislikes. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.
Standard 1.5 Self-Efficacy: Children demonstrate a belief in their abilities.	
Birth–8 months Responds to attention from familiar adults through cooing, movement, or facial expressions and begins to show varied reactions when viewing a mirror. Smiles, vocalizes, moves their body, or turns their head in response to being spoken to, smiled at, or gently touched by a familiar adult; shows varied reactions, such as smiling, reaching, or vocalizing, when viewing their reflection in a mirror.	**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.
9–18 months	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.

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Repeats actions to elicit reactions from others and clearly expresses likes and dislikes through gestures, vocalizations, or expressions. Uses gestures, facial expressions, words, or actions to express preferences—such as choosing one item over another, accepting or rejecting foods, or requesting favorite activities or people. May repeat actions to gain attention, elicit responses, or recreate enjoyable outcomes.	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
19–24 months Recognizes themself in mirrors or pictures and uses self-referential language to assert identity and ownership. Identifies themself in a photo or mirror by using gestures, naming themself, or referring to the image with “me” or their own name and asserts ownership or identity by labeling personal items or actions (e.g., “mine!” “my toy!” or “I did it!”).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts.
25–30 months Displays pride in achievements and expresses personal preferences when choosing materials, activities, or routines. Selects preferred materials, activities, or routines and expresses pride in accomplishments, such as clapping, smiling, or seeking acknowledgment; may assert preferences by insisting others join or follow their play ideas, showing belief in their influence.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **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.
31–35 months Acts as though their feelings, preferences, and experiences are shared by others—demonstrating emerging self-concept and perspective-taking.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.

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Speaks or behaves in ways that assume others share their thoughts, preferences, or feelings, such as insisting others play a certain way, expecting peers to know what they want, or seeking immediate responses to their needs or ideas.	
3 years (36–42 months) Develops an awareness and appreciation of themself as a unique, competent, and capable individual, and demonstrates growing confidence in their abilities. Demonstrates increasing awareness of personal preferences, abilities, and accomplishments. Begins to take initiative, persist in tasks, and express pride in efforts and achievements, showing confidence in trying new or challenging activities.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Standard 1.6 Self-Regulation: Children manage their internal states, feelings, and behavior and develop the ability to adapt to a variety of situations and environments.	
Birth–8 months Communicates physical or emotional discomfort— such as hunger, fatigue, or overstimulation—through fussing, crying, turning away, or changes in affect. Signals a physical or emotional need through changes in vocalizations, facial expressions, body movements, or behavior, such as fussing, crying, turning away, or becoming unusually quiet or agitated during routines or interactions.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
9–18 months	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.

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Begins to calm and settle when comforted by a familiar adult through touch, voice, or presence, and shows emerging consistency in daily routines. Reduces signs of distress—such as crying, fussing, or tense body movements—when comforted by a familiar adult using soothing voice, gentle touch, or close presence and begins to anticipate and respond to consistent daily routines.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
19–24 months Manages feelings and behaviors by accepting comfort or using simple self-soothing strategies. Begins, with support from a familiar adult, to follow simple rules or routines, such as helping to clean up toys, sitting for a short group activity, or walking to the sink for handwashing when prompted while using basic strategies like hugging a toy or seeking comfort to manage emotions.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
25–30 months Recognizes personal needs (e.g., hunger, tiredness) and begins initiating strategies to meet them, such as requesting rest or food during routines. Identifies a personal need, such as hunger, fatigue, or overstimulation, and independently takes action, like retrieving a snack, lying down with a blanket, or moving to a quiet space, showing emerging self-regulation without adult prompting.	**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.
31–35 months Follows simple rules and routines with support, relying on trusted adults to regulate emotions and begin to make independent choices to meet needs.	**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**

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Uses more complex language or combinations of gestures and words to express emotions and preferences, such as asking for specific activities, commenting on others' actions, or negotiating choices with peers or adults; begins to adjust behavior in response to others' feelings, showing early empathy and flexibility.	SED 2b.2 Participates in familiar routines and transitions with support. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
3 years (36–42 months) Follows classroom rules and routines with increasing independence. Follows classroom routines and expectations with increasing independence; uses environmental cues (e.g., music, lights, visual signs) and peer or adult guidance to transition between activities, take turns, and participate in group rules and limits (e.g., waiting for a turn at the water table, cleaning up when music plays, going to the rest area when lights dim).	**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 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. **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.
Standard 1.7 Emotional Expression: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
Birth–8 months Communicates emotional and physical needs through fussing, crying, cooing, babbling, or laughing— seeking comfort from familiar adults. Uses sounds, facial expressions, and body movements, such as fussing, crying, cooing, babbling, or laughing, to signal emotional or physical needs like hunger, discomfort, fatigue, or desire for interaction with familiar adults.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
9–18 months	**SED 1d Self-Awareness: Identifies emotions**

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Uses gestures, facial expressions, or early words to express emotions and seek help; begins to calm with support from familiar adults. Expresses emotions such as frustration, excitement, or affection through actions like stomping, clapping, hugging, or using early words (e.g., “no,” “yay”); may imitate others’ emotional expressions, and begins to calm with adult support.	SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
19–24 months Begins to use familiar self-soothing strategies and associates emotions with expressions or simple words. Uses simple words, gestures, or facial expressions to express feelings (e.g., “I mad,” frowning, crying) and begins to respond to others’ emotions by offering comfort, showing concern, or mirroring emotional cues.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. **SED 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.
25–30 months Expresses a broader range of emotions and shows awareness of others’ emotional responses in shared routines and interactions. Uses familiar self-regulation strategies such as deep breathing, hugging a toy, seeking a quiet space, or requesting a caregiver to manage emotions; expresses a variety of feelings including pride, embarrassment, frustration, or excitement, and begins to respond to others’ emotional cues, such as comforting a peer or laughing with others.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **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.
31–35 months Expresses a wide range of emotions with increasing complexity and begins to label, explain, or manage feelings in self and others during play, routines, and social interactions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior**

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Uses words, gestures, or facial expressions to describe emotions—such as saying “I’m sad,” “You’re happy,” or “That’s scary,” and begins to explain causes or reactions (e.g., “I cried because it was loud”); may attempt to manage emotions by seeking comfort, using calming strategies, or helping others feel better during play or group routines.	SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
3 years (36–42 months) Manages emotions with increasing independence and seeks an adult for help resolving strong emotions. May use strategies like taking deep breaths, counting to 10 and/or asking for a hug when strong emotions arise.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **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.
Social Development	
Standard 1.8 Interaction with Adults: Children show trust, develop emotional bonds, and interact comfortably with adults.	
Birth–8 months Shows preference for and seeks comfort from familiar adults through facial expressions, gestures, or body movement— demonstrating a sense of safety and trust. Seeks proximity to familiar adults, calms when comforted by them, and explores the environment more freely when they are nearby—showing trust that their needs will be met.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
9–18 months	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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Engages in warm, back-and-forth interactions with familiar caregivers, including joint attention, turn-taking vocalizations, and expressions of affection. Seeks proximity to familiar adults, calms when comforted by them, and explores the environment more freely when they are nearby—showing trust that their needs will be met. Reaches for, moves toward, or calls out to a familiar adult when distressed, tired, or in unfamiliar situations, and is comforted by their presence or soothing.	SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
19–24 months Begins responding to simple requests and cues from familiar adults through actions, words, or gestures—especially during routines and play. Child responds to simple verbal prompts—such as “Come here,” “Give me the ball,” or “Sit down”—by following the request with gestures, movement, or emerging verbal responses, especially when delivered by a trusted adult.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
25–30 months Uses pretend play to explore familiar relationships, routines, and caregiving roles—demonstrating understanding and emotional connection. Imitates everyday experiences— such as feeding a baby doll, pretending to go to work, or reenacting a family meal—using toys, props, or gestures to represent familiar people and routines.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.
31–35 months	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.

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Initiates and maintains interactions with adults using conversation, gestures, or play. Expresses affection and preferences in ways that reflect their unique relational style. Looks to a trusted adult for reassurance—such as smiling after completing a task, saying “I did it!” while watching for a response, or asking “Did I do good?”—and responds positively to praise or encouragement.	
3 years (36–42 months) Engages in and maintains positive relationships and interactions with children and adults. Plays the same game with the same friends for several days. Enjoys spending time with adults they know well, often showing affection or choosing to be near them.	**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.
Standard 1.9 Interaction with Peers: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
Birth–8 months Shows interest in other children through eye contact, facial expressions, and movement—especially during caregiving routines and shared play spaces. Watches other babies closely, smiles or coos in response to their sounds or movements and may reach toward or vocalize when near another child.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
9–18 months	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers.

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Responds to peers' actions and emotions using sounds, gestures, or movement; may look to adults for support when navigating peer conflicts or discomfort. Engages in simple parallel or interactive play with peers; observes others' emotional expressions or behaviors—such as crying, laughing, or sharing— and responds by offering comfort, joining in, imitating, or adjusting their own behavior; may seek adult support when unsure or distressed.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
19–24 months Plays side by side with peers during routines and activities, beginning to take turns and share space with adult support. Engages with familiar peers by initiating or responding to social interactions—such as offering a toy, imitating actions, joining in play, or using simple words or gestures to communicate—and begins to take turns with adult support and modeling.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
25–30 months Initiates simple interactions with familiar peers, uses gestures or words to communicate during play, and begins to prefer certain playmates. Engages in play near a peer such as building with blocks, drawing, or playing with cars while occasionally observing or imitating; may use gestures or words to initiate interaction and show preference for familiar playmates.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
31–35 months	**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.

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Demonstrates warm bonds with peers, engages in early cooperative play, and uses social strategies (turn-taking, problem-solving) with adult guidance. Participates in cooperative play—such as sharing materials, taking turns, or assigning roles— and uses simple strategies like protesting, negotiating, or seeking help when conflicts arise; may comfort peers or adjust behavior in response to others' emotions.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.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 years (36–42 months) Forms trusting relationships with familiar adults and increasingly engages with peers to build friendships and practice cooperation, negotiation, and empathy. Begins to express needs, take on roles, and resolve minor conflicts using words and social strategies, relying less on adult intervention over time as their social world broadens beyond family. Forms trusting relationships with familiar adults (e.g., seeking comfort when upset) and increasingly engages with peers to build friendships (e.g., inviting others to play), practicing cooperation (e.g., sharing toys), negotiation (e.g., asking "Can I have a turn?"), and empathy (e.g., comforting a sad friend). As their social world grows, they express needs (e.g., asking for help), take on play roles (e.g., "doctor" or "teacher"), and resolve minor conflicts with words and social strategies (e.g., "Let's take turns"), needing less adult support over time.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for 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**

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	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.
Core Domain 2: Physical	
Physical Development	
Standard 2.1 Fine Motor Skills: Children develop small muscle strength, coordination, and skills.	
Birth–8 months Grasps fingers and familiar objects. Explores toys and surroundings by touching and mouthing, building early sensory-motor coordination. Uses hands and mouth to learn about toys and other items, such as sucking on hands and fingers and reaching for toys, objects, and people. Curls fingers around a finger placed on the palm.	**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.
9–18 months Manipulates toys and objects in varied ways, showing growing control and curiosity in hand use. Shows emerging ability to grasp and release objects, pass items between hands, bang toys together, or explore by poking, patting, or squeezing. Begins to use a pincer grasp to pick up small items, attempt to feed themselves, or manipulate toy features like buttons or spinning parts.	**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.
19–24 months Uses hands and fingers with increasing skill to engage in self-help tasks and explore materials with purpose.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.

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Typically holds a crayon or marker and make intentional marks on paper, such as scribbles, lines, or circles. Often experiments with different motions, such as back-and-forth strokes or circular movements.	PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
25–30 months Exhibits a variety of fine motor skills by using tools like crayons or markers to make marks and perform actions requiring hand-eye coordination. Demonstrates emerging self-help and fine motor skills by beginning to use utensils to eat with some assistance, attempting to pour liquids from a small container with support, partially dressing and undressing (e.g., removing shoes or pulling down pants), gluing small collage pieces with guidance, stringing large beads, turning several book pages at a time, and opening and closing blunt scissors with two hands or assistance.	**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.
31–35 months Coordinates eyes and hands to complete increasingly complex tasks, demonstrating control, planning, and precision. Demonstrates increased fine motor control and independence by using utensils to eat with minimal spills, pouring liquids from a small pitcher with greater accuracy, independently managing simple dressing tasks (e.g., putting on shoes, unzipping a jacket), accurately gluing small collage pieces, stringing smaller beads, turning book pages one at a time, and opening and closing blunt scissors with one hand. Shows greater planning and control in self-help routines and when using tools during play and art activities.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
3 years (36–42 months) Manipulate a range of objects, such as blocks or books.	**PD 2 Fine Motor: Builds strength and coordination of small movements**

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Stacks taller block towers with more balance and control, sometimes copying simple patterns. Turns pages carefully and may use child-safe scissors to make short cuts across paper.	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.
Standard 2.2 Gross Motor Skills: Children develop large muscle strength, coordination, and skills.	
Birth–8 months Exhibits reflexive movements such as kicking, reaching, or turning toward stimuli in response to touch or sound. Begins developing trunk and neck control. Responds to sensory input by turning toward sounds or movement, and begins to use hands to explore the environment by reaching for, holding, and grasping objects placed in their hands. May use a reflexive grasp at first, progressing to purposeful holding and releasing of toys or other small items.	**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.
9–18 months Uses developing motor skills to roll, scoot, or crawl with increasing independence. Begins coordinating movements to grasp and interact with toys. Pushes up on hands and knees in preparation to crawl, scoots on bottom or belly, rolls from back to stomach or vice versa, and pivots or turns body to reach toys; grasps and transfers objects between hands, brings toys to mouth; and uses both hands together to explore items.	**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.
19–24 months Demonstrates emerging movement skills by crawling, cruising, or walking to explore the environment; engages in active play and begins rough-and-tumble movement.	**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.

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Crawls or walks to reach toys, picks them up and manipulates them by stacking, shaking, or pushing; may wave, clap, or hand toys to others during play, showing growing coordination and social engagement.	
25–30 months Combines and refines movements to play with toys and interact with others. Begins to show balance by standing on one foot or shifting weight during play. Demonstrates emerging balance and coordination by walking up stairs, walking backward, standing or hopping on one foot, or walking on a balance beam; uses large muscle movements during play (e.g., throwing or catching a ball, or swinging a bat at a ball on a tee stand) to interact with peers and objects with growing control and purpose.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
31–35 months Manipulates objects using large muscles. Performs large motor movements showing coordination and control. Engages in active physical play with growing coordination and confidence (e.g., rolling on the floor, crawling over soft objects, gently climbing on caregivers or peers, playfully bumping or leaning into others, and laughing or smiling during interactions). Demonstrates emerging gross motor skills, such as marching, kicking a ball, jumping forward with both feet, and may begin to walk, run, hop, gallop, slide, skip, or leap with increasing control.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
3 years (36–42 months) Moves with growing control and coordination, such as running without falling, climbing playground steps, or hopping.	**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.

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Demonstrates emerging control and coordination by walking, running, changing direction, and navigating around people and objects; begins to apply these movement skills in varied play contexts (e.g., simple games like tag, follow-the-leader, basic dance movements, and navigating low obstacle courses), showing increasing body awareness and purposeful movement.	
Standard 2.3 Sensorimotor Skills: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	
Birth–8 months Responds to touch, movement, and sound through reflexes and early reactions; focuses on near and far objects by tracking them with their eyes. May visually follow a moving object or person across their field of vision, focusing intently on faces or toys held at different distances, and shifting their gaze smoothly between near and far objects; may also reach for or respond to objects they see moving.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
9–18 months Explores the environment using mouth and hands; responds to different textures and manipulates materials to explore sound and sensation. May seek out and explore new textures, shapes, and materials within the environment. May become calm when given a familiar blanket or a gentle massage on the skin.	**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.
19–24 months	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Demonstrates awareness of their body in space by adjusting movements to reach for objects or avoid obstacles during play and routines. May walk around a table without bumping into it or stand an appropriate distance when talking with another person (not too close or too far).	
25–30 months Practices sensory integration by tolerating and adapting to new sensations with support from familiar adults. Touches different textures calmly, tries new tastes, adjusts to changes in light or sound without getting upset, and shows curiosity when experiencing new environments.	**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.
31–35 months Uses sensory and motor coordination to explore materials and environments with purpose—showing increasing control, adaptability, and curiosity. May use their senses to make sense of objects, activities, and people around them. They adjust what they do based on what they notice (e.g., pressing harder on clay than on playdough when making something or hiding their face when meeting someone new).	**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.
3 years (36–42 months) Begins to show more intentionality in their exploration. Combines sensory input with motor planning and begins to test ideas or repeat actions. Intentionally explores new objects or environments using multiple senses (e.g., looks, touches, and shakes to figure out how something	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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works); compares sensory properties through experimentation (e.g., presses clay and playdough differently and comments on it); and adjusts behavior based on past experiences (e.g., approaches hot sand carefully). Describes sensory input with more specific language (e.g., “It feels scratchy”); shows clear preferences and self-regulation (e.g., covers ears in loud spaces); revisits and varies exploration (e.g., uses scoops with sand); uses sensory input to guide social interactions (e.g., moves closer to music or steps back when overwhelmed); and begins connecting sensory experiences to emotions or memories (e.g., “That smells like pancakes at Nana’s house”).	
Health, Safety, and Personal Care	
Standard 2.4 Daily Living Skills: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.	
Birth–8 months Recognizes and responds to daily routines such as feeding, diapering, or bedtime. Communicates needs through fussing, cooing, or facial expressions. May smile and vocalize during feeding and diaper changing. May establish associations for falling asleep, such as holding a special blanket or being rocked and signal needs through fussing, cooing, or changes in facial expression.	**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.
9–18 months Indicates physical needs— such as hunger, comfort, or play—through gestures, sounds, or expressions. Begins to show interest in familiar routines.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.

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Communicates needs by asking for a bottle, rubbing eyes, fussing, or crying. Shows recognition of routines like diapering or bedtime by anticipating or participating in them.	
19–24 months Shows emerging interest in meeting physical needs with adult support; participates in healthy routines with guidance. May begin to know when they need certain needs met, such as saying “I pee,” or “I poopy,” or getting a clean diaper out. May wash and dry their hands, wipe their nose with a tissue, and brush their teeth with adult assistance.	**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.
25–30 months Communicates with adults when not feeling well or needing help. Begins participating in bathroom routines with growing independence. Verbally shares health status (e.g., “My tummy hurts,” “I’m tired”), and begins using the toilet, washing hands, or dressing, and may ask for help when needed.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. **PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain.
31–35 months Demonstrates increasing independence in self-care routines (e.g., washing hands, dressing, toileting) and expresses preferences related to physical well-being. Uses the toilet with minimal assistance, washes and dries hands independently, brushes teeth with guidance, and may explain or anticipate health routines (e.g., “I wash my hands so they are clean”). Shows pride in completing self-care tasks.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.

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3 years (36–42 months) Begins to develop foundational self-care skills by attempting to use utensils, pouring with support, and removing simple clothing. Participates in hygiene routines, such as handwashing and toothbrushing, with adult assistance, and begins to recognize basic healthy habits with guidance. Begins to show interest in participating in daily routines, such as mealtime and dressing. Is learning to feed themself using child-sized utensils, though coordination is still developing. With support, attempts to pour water from a small pitcher and can put on or remove simple clothing items like hats or coats. Begins to assist with dressing tasks, such as pulling up pants or trying to zip with help.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Standard 2.5 Nutrition: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
Birth–8 months Shows hunger and fullness cues, and responds to feeding routines with comfort and satisfaction. May indicate when hungry and full by squirming, pulling away from the nipple, or fussing.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry.
9–18 months Explores food using fingers and mouth. Begins self-feeding and shows interest in new textures, tastes, and mealtime routines. May begin to use hands and fingers to pick up and hold foods and put them in mouth, and explores different textures and tastes. May show excitement or curiosity during mealtimes and begin to mimic adult eating behaviors.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.

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19–24 months Feeds self with fingers and utensils. Communicates hunger or fullness, and begins to recognize familiar foods and preferences. Uses fingers or utensils to feed self, expresses hunger or fullness through words or gestures, and begins to identify and prefer certain foods, such as asking for fruit or refusing disliked items.	**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.
25–30 months Participates in mealtime routines. Begins identifying healthy food choices with adult support. Expresses thirst or hunger (e.g., asking for water or milk), helps set the table, selects and serves food with guidance, and begins to recognize healthy options when prompted (e.g., choosing fruit over candy with adult encouragement).	**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.
31–35 months Demonstrates increased independence in eating and communicates food preferences. Begins engaging in mealtime conversations and making healthy choices. May ask for specific foods by name or refuse to try unfamiliar foods. Asks for more of a favorite or communicates when they are full and engages in mealtime conversations. May choose healthy options independently and show pride in self-feeding and food-related decisions.	**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.
3 years (36–42 months) Feeds self with minimal assistance. Begins to try new foods. Engages in simple mealtime conversations and follows basic routines.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.

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Sits at the table for meals and snacks with adult support; begins to follow simple mealtime routines (e.g., waiting to be served, passing food, helping to clean up); uses basic table manners with reminders (e.g., saying “please” or “thank you,” using utensils); tries familiar foods, and shows curiosity about new ones with encouragement; and recognizes and communicates feelings of hunger or fullness.	
Standard 2.6 Physical Fitness: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
Birth–8 months Shows interest in movement by kicking, reaching, or turning; responds to physical activity with alertness and pleasure. May crawl, stand up, or eat with fingers and may need adult assistance trying out these skills.	**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.
9–18 months Participates in simple movement games and explores active play through crawling, cruising, or dancing. May imitate simple motions to songs, such as “Twinkle Twinkle Little Star” or “Pat-A-Cake,” walks or climbs to explore surroundings, reaches for toys, moves to follow people or objects, and joins in simple games like peekaboo or chase.	**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.
19–24 months Attempts new large and small motor activities and begins engaging in outdoor play with adult support. May actively engage in physical games and activities that build stamina, strength, and skills.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

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25–30 months Engages in physically active games with peers and begins participating in simple group movement activities like dancing or chasing games. May play physical games—both with and without rules—with peers, such as “Ring Around the Rosie” and “Duck, Duck Goose.”	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
31–35 months Tries new movement skills with minimal adult assistance and expresses positive feelings during and after physical activity. May express how great they feel after playing an active game, looking down from the top of the slide, or running across the playground.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
3 years (36–42 months) Shows growing confidence when exploring new movement activities with support, such as climbing, jumping, or balancing. May hesitate at first but is increasingly willing to try with encouragement. Participates in group movement activities like dancing, marching, or simple obstacle courses. Follows basic movement directions in games such as “Simon Says” and “Follow the Leader.” Imitates actions modeled by adults or peers, shows enthusiasm during active play with others. Begins to wait for turns or share space during physical games with adult support.	**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.
Standard 2.7 Safety Practices: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
Birth–8 months	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights.

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Shows preference for familiar people and differentiates between familiar and unfamiliar adults through gaze, vocalizations, or body movement. Smiles or reaches for familiar people, turns toward their voice, shows excitement when they appear, and may become shy, fussy, or pull away from strangers.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
9–18 months Looks to trusted adults for cues during unfamiliar or potentially unsafe situations. Begins responding to redirection with support. Watches caregiver's face or body language in unfamiliar situations, pauses before acting, stays close to caregiver, and may seek comfort or reassurance before exploring and may respond to redirection with guidance.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
19–24 months Recognizes and begins to follow basic safety instructions and responds to warnings with emerging consistency. Avoids danger and accepts redirection (e.g., stopping when told "hot" or "no"), but still requires close supervision. Begins to show understanding of basic safety cues and adult instructions.	**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.
25–30 months Identifies or communicates when someone has hurt or upset them. Begins to understand cause-and-effect related to rules and unsafe choices. Follows simple safety rules (e.g., walking indoors, holding hands near streets), and may test boundaries to observe consequences.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break".

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Communicates when hurt or upset and begins to understand why rules exist.	
31–35 months Demonstrates growing responsibility by following simple rules, expressing safety concerns, and recognizing that actions have consequences. Uses words, gestures, or facial expressions to express when hurt or upset, seeks comfort from adults, and may point to the person or action that caused distress. Follows safety rules with increasing independence and begins to explain or anticipate consequences of unsafe behavior.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
3 years (36–42 months) Recognizes basic safety rules with adult help and says simple reasons for the safety rules. Follows simple rules with adult reminders, such as “We walk inside.” or “Take turns.” When asked why, they begin to explain with simple reasons like “So we don’t get hurt.” They can repeat safety rules when prompted, like “We sit when we eat,” and use basic language to describe cause and effect, such as “We clean up so we don’t trip.” The child starts to understand how rules help keep themselves and others safe.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. PD 3.5 Describes reasons for safety rules and reminds others to follow them. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
Core Domain 3: Communication	
Communication and Language Development	
Standard 3.1 Receptive Communication: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and	

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experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.	
Birth–8 months Responds to familiar voices, sounds, and gestures through gaze, movement, or vocalization. Begins to anticipate routine actions and recognize familiar words. May gaze at a familiar face, turn head toward a familiar voice, or become quiet when they hear a comforting sound. May look at or turn toward an object in response to a request (such as “Look at the ball”), imitate an action (such as clapping their hands when you do), or make a vocalization when someone walks near.	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions.
9–18 months Reacts to familiar words and actions by turning, looking, smiling, vocalizing, or following simple directions. Engages with songs, rhymes, or stories in individualized ways. May look at, point to, or retrieve a familiar object when the object is named or they are asked, “Where is Daddy?” or “Where is your blanket?” May show interest, laugh, and/or smile when told a silly rhyme or an engaging story.	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
19–24 months Responds appropriately to simple statements, questions, or one-step directions within their immediate surroundings. Begins using gestures or words to answer basic questions. May follow simple directions. Responds appropriately to the meaning of words or signs, such as by looking or pointing at a person or object that has been named.	**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.

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25–30 months Follows simple, related two-step directions with emerging consistency. Demonstrates understanding of spatial concepts through actions or responses. May correctly answer simple questions, such as “What is this picture?” with “Dog” or “What are you doing?” with “Eating a cracker”; “Who is this?” with “Mommy”; “Whose coat is this?” with “Mine”; and “Where is the ball?” with “Here it is!”	**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.
31–35 months Uses words, gestures, or other methods to respond to “where” questions and express understanding. Shows growing comprehension of sequencing and relational language. Answers “where” questions using short phrases or complete sentences (e.g., “It’s under the couch” or “In the toy box”). With growing use, understands sequencing and relational language, such as “first,” “next,” “last,” “behind,” and “beside” during conversations, routines, and play.	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately.
3 years (36–42 months) Understands and participates in conversations, beginning to learn from interactions with others. Maintains simple back-and-forth exchanges with peers or adults (e.g., responding to “Hi” with “Hi”). Shows understanding by following simple directions during play (“Get your shoes”).	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.
Standard 3.2 Expressive Communication: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others	

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understand their needs, ask questions, express feelings and ideas, and solve problems.	
Birth–8 months Explores and experiments with making different sounds. Uses vocalizations, facial expressions, or gestures to respond to people and environmental cues. May use distinguishable sounds or cries when hungry, uncomfortable, sleepy, gassy, or afraid.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate.
9–18 months Uses consistent sounds, gestures, or signs to refer to familiar people or objects. Begins to respond to simple requests or comments with actions or vocalizations. May say “Mama” when reaching for their mother or point to a toy when asked, “Where’s your bear?”	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
19–24 months Uses single words, gestures, or signs to express needs, wants, or ideas. May ask others to name unfamiliar objects or people. May say “Dada” to mean Daddy or sign “apple” by making a fist, placing the knuckle of the right index finger against their cheek, and pivoting their hand back and forth.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **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.
25–30 months	**LLD 2a Communication: Uses language to express information and ask/answer questions**

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Combines two words, gestures, or signs to communicate ideas. Begins to express feelings using words or other forms of communication. May say “want juice” or “go park,” and begin to express feelings like “I’m mad” or “I’m happy.”	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.
31–35 months Begins to use multi-word phrases or short sentences to express thoughts and feelings. Initiates brief exchanges with others using gestures, words, or short sentences. May use words appropriately to express emotions, such as happy, excited, sad, tired, or scared. May communicate using correct sentence structure, such as “I’m wearing my birthday shoes.”	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.
3 years (36–42 months) Engages in short back-and-forth conversations with peers and familiar adults, using simple sentences and responding to questions or comments. With increasing independence, initiates simple exchanges (“Want to play?” “Look at my toy”). Takes turns speaking during brief back-and-forth conversations.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.

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Standard 3.3 Social Communication: Children develop skills that help them interact and communicate with others in effective ways.	
Birth–8 months Gazes at familiar adults and responds to voices, facial expressions, and name being said. Participates in early back-and-forth interactions using cooing, smiling, and body language. May gaze at familiar adults, smile in response to a smile, or coo when spoken to.	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
9–18 months Uses gestures, sounds, and emerging words to respond to familiar cues and simple questions. Shows understanding of names, routines, and common words through actions and expressions. May wave when someone says “bye-bye,” or go to the sink when asked to wash hands.	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.
19–24 months Uses simple words and gestures to initiate and respond in short back-and-forth interactions. Connects language to actions and begins to understand conversational turn-taking. May shrug their shoulders and stand by the door when asked a question such as “Go outside?”	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
25–30 months	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange.

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Responds to others using words and simple questions. Makes requests and comments based on personal experiences, and engages others by pointing out meaningful objects or ideas. Might point out colorful flowers on a walk or an animal in a book in order to draw your attention to it.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
31–35 months Understands and responds to multi-step directions and a growing range of vocabulary. Participates in simple conversations, showing attention to others' ideas, emotions, and interests. May get a toy and place it on the shelf. When asked, will tell you about something that was interesting to them, such as playing with a friend. Might ask a crying child if they are sad.	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
3 years (36–42 months) Follows multi-step directions involving familiar routines and activities; uses an expanding vocabulary to express needs, ideas, and feelings. Engages in short back-and-forth conversations, showing awareness of others' emotions, interests, and perspectives. Independently follows multi-step directions during play or daily routines (e.g., "Put your shoes on, then line up at the door"). Uses	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **LLD 1b Listening: Follows directions**

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descriptive language to share observations or experiences (e.g., “The truck is big and loud”). Engages in brief conversations by taking turns speaking and responding to others’ comments or feelings.	LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Standard 3.4 English Language Learners: Children develop competency in their home language while becoming proficient in English.	
Birth–8 months Uses home language sounds, facial expressions, and body movements to communicate needs and engage in early interactions with familiar adults. May predominantly—and sometimes exclusively—use their home language for some time as they become acquainted with the new language. May continue to respond spontaneously to familiar words in the home language, such as clapping their hands when they hear the word for “clap.”	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate.
9–18 months Uses gestures, sounds, or words in home language to express needs and respond to familiar cues. Begins to adjust to hearing and interacting in a new language. May stop talking in either language while listening to the new language and focusing on learning the meaning of unfamiliar sounds and words.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate.

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19–24 months Follows simple directions in home language or English. Uses emerging words or phrases in one or both languages to communicate wants and ideas. May follow verbal directions in either the home language or in English when accompanied by gestures and cues, such as coming when adult signals with their hand while saying, “Come here, please.”	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
25–30 months Uses short phrases in English or home language to initiate interactions, share ideas, and respond to questions. Continues to adjust to learning a new language. May use short phrases or groups of words in English while still using the home language for longer sentences or more detailed explanations.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.

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31–35 months Uses home language and/ or English to participate in conversations, make requests, and comment on experiences. Engages others using meaningful words and phrases from one or both languages. May talk about their morning routine in English, but use their home language to identify key family members.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions.
3 years (36–42 months) Begins to use and understand English while continuing to grow in their home language. May begin to show understanding of English by responding to familiar words and phrases during routines or play, often using gestures or actions. May use a mix of gestures, home language, and some English words to express needs and wants. Shows interest in English through songs, stories, and conversations, while continuing to rely primarily on and develop their home language. Exposure to English and comfort using it may vary depending on the setting and individual experiences.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.

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	SLA 1a Second Language Acquisition: Participates using target language SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions.
Literacy	
Standard 3.5 Early Reading and Book Appreciation: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
Birth–8 months Uses hands, mouth, gaze, and vocalizations to explore books as sensory objects. Responds to pictures or voices during shared reading with gestures, sounds, or facial expressions. May grasp and bring a book to their mouth to suck and chew on it. May shake, bend, or wave a book, or pat the pictures.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
9–18 months Shows interest in familiar books by pointing, vocalizing, or turning pages. Responds to stories with gestures, sounds, or emerging words. May turn pages, point to pictures, and vocalize or gesture in response to familiar story elements.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 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.
19–24 months	**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.

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Chooses familiar books and begins to repeat words, sounds, or actions from stories. Points to or names objects, animals, or people in pictures. May make vocalizations while pointing to pictures and may eventually ask, “What’s that?” or use “book babble” imitating the sound of reading.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 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.
25–30 months Uses pictures and simple words to retell parts of a story or explain what is happening. Begins to sustain attention during shared book reading. May point to pictures and label or describe them either independently or when prompted.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props.
31–35 months Engages in conversations about books using short phrases or questions. Repeats songs, rhymes, or story elements and shows respect for book handling and use. May open and close the book carefully, study the pictures, make sounds, and position the book correctly for reading. May sing familiar songs, recite simple poems, or relate relevant aspects of a story.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props.

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3 years (36–42 months) Demonstrates engagement with books by holding them correctly, turning pages, pretending to read, recognizing favorite stories, and noticing words, letters, and signs in everyday life. Holds a book upright and turns pages front to back. Pretends to read by narrating from pictures or memory. Requests favorite stories repeatedly. Points to or comments on familiar letters, logos, or signs in the environment (“That says stop”).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. **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.
Standard 3.6 Print Development: Children develop interest and skills in using symbols as a meaningful form of communication.	
Birth–8 months Explores objects by reaching, grasping, and using fingers to pick up items. Begins using thumb and fingers together to hold small objects. May grip a rattle or other toy and later a variety of drawing and writing tools using their fist and fingers.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
9–18 months Watches others write or draw and begins to explore writing tools by making spontaneous marks or scribbles. May watch with interest as an adult or another child draws, paints, or writes. May use a crayon, marker, or pencil to make marks and	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. **LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.

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scribble on a piece of paper or other writing surface and eventually describe what the marks are meant to be.	
19–24 months Scribbles with a variety of tools and uses fingers and thumb with growing control to pick up and hold small items. May use pencils, crayons, chalk, markers, pens, paints, sand, or write in the air with their finger. May pick up crayons, pencils, and even smaller objects using their thumb and forefinger.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. **LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
25–30 months Imitates drawing simple lines or shapes. Begins making intentional marks to represent ideas, objects, or actions. May imitate what they have seen others write using traditional and non-traditional tools, such as making marks in the sand with a stick or drawing with a finger in pudding.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools.
31–35 months Uses more controlled lines and scribbles to express ideas or tell stories. Engages in drawing and writing with purpose and coordination. May draw shapes and describe them as people, animals, or events, showing intent and coordination in their symbolic communication.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.
3 years (36–42 months) Uses drawings, scribbles, and mock letters to share their ideas and messages.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person.

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Makes marks, scribbles, or letter-like shapes on paper and explains what they represent (“This says mommy”). Combines drawings with random lines or shapes to share meaning.	LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. **LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
Standard 3.7 Print Concepts: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
Birth–8 months Looks at books and pictures. Responds to stories or voices with sounds, gestures, or facial expressions. Explores books as sensory objects. Looks at pictures, turns pages, vocalizes, points, or gestures while a story is being read aloud. May move closer, smile, or maintain attention during shared book reading with a familiar adult.	**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.
9–18 months Shows interest when books are read aloud and when others write or draw. Imitates sounds or gestures while looking at pictures or listening to stories. May duplicate simple sounds, words, or phrases when being read to or looking at familiar books.	**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.
19–24 months Points to pictures, letters, or words in books during shared reading. Begins to repeat familiar sounds or words from stories.	**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.

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May point to words when being read a book, although not necessarily the word being read.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.1 Explores books and toys with letters and related images.
25–30 months Chooses familiar books and engages with print by pointing, naming, or asking questions. Shows growing interest in how books and writing work. May look through the books on the shelf before choosing the same book they chose before. Asks what the page says while pointing to the words.	**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 4.1 Explores books and toys with letters and related images.
31–35 months Uses pictures and print to retell parts of a story or share ideas. Points to words and letters with curiosity and participates in reading or writing routines. May use the pictures to tell a story or point to the words and ask you what it says. May tell you what their writing says as they make marks on paper.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.1 Explores books and toys with letters and related images.
3 years (36–42 months) Recognizes and names a few letters, especially those in their name. Identifies a few letter sounds. Points to and names some letters in their first name. Recognizes familiar letters in the environment (e.g., “S” on a stop sign).	**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.
Standard 3.8 Phonological Awareness: Children develop an awareness of the sounds of letters and the combination of letters	

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that make up words and use this awareness to manipulate syllables and sounds of speech.	
Birth–8 months Responds to the sound of voices and spoken language by turning, smiling, or vocalizing; begins to show interest in familiar rhythms and tones. May focus on the person speaking and kick their feet or move their arms in response to the rhythms of spoken language.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.
9–18 months Imitates sounds heard in stories, songs, or rhymes. Engages in simple sound play, such as babbling or repeating familiar words. May imitate a sound she has heard and say it over and over, such as “ba, ba” or “ga, ga.”	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.2 Repeats words or short sentences.
19–24 months Participates in familiar word games, songs, or finger plays. Begins to repeat words or phrases with rhythm or rhyme. May repeat rhythmic phrases or rhyming words from familiar songs (e.g., Pat-A-Cake) or finger plays, such as “roll it” or “bake it.”	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.2 Repeats words or short sentences.
25–30 months Imitates rhyming patterns and simple phrases from songs or stories. Enjoys playful language and sound repetition. May imitate rhyming patterns in songs, rhymes, and finger plays modeled by another.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3b Phonological Awareness: Hears large units of sound**

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	LLD 3b.2 Repeats words or short sentences.
31–35 months Uses rhymes, songs, and word play to express ideas and join in group activities. Shows awareness of patterns in spoken language. May respond with a missing word to a familiar song, such as Twinkle Twinkle Little ... “Star!” or begin to say words that rhyme, such as “bat mat hat cat.”	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.5 Produces rhyming words when given a word.
3 years (36–42 months) Begins to hear and create rhyming words and notice that sentences are made up of separate words. Repeats or invents simple rhymes, sometimes with nonsense words. Shows awareness that spoken sentences have more than one word (e.g., pauses between words when repeating).	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language.
Core Domain 4: Cognition	
Approaches to Learning	
Standard 4.1 Curiosity: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
Birth–8 months Observes and copies simple gestures or actions. Repeats movements to see what happens, such as dropping a toy or kicking a mobile. Imitates simple gestures during play or interactions (e.g., waving, clapping, pointing) and repeats actions with objects (e.g., dropping,	**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.

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banging, shaking) or pushes objects repeatedly to observe outcomes such as sounds, movements, or reactions.	
9–18 months Examines small objects with focus and curiosity. Explores how things move by shaking, rolling, or stacking. Visually tracks and manipulates small objects by shaking, pushing, rolling, dropping, or stacking; explores how items bounce, spin, slide, or fall, showing focused attention and curiosity.	**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.
19–24 months Repeats actions to test outcomes and solve simple problems. Begins asking questions with gestures, sounds, or words. Uses trial and error to solve simple problems and begins asking questions using gestures, sounds, or short phrases (e.g., “What’s that?” “Where go?” “More?”), especially during play, exploration, and daily routines.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
25–30 months Explores materials to figure out how they work. Shows interest in new activities and tries different ways to use objects. Demonstrates curiosity by experimenting with unfamiliar toys, materials, or routines—such as reaching for a new puzzle, imitating peers during a dance activity, or helping with a new classroom job. Tries different approaches to using 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. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
31–35 months	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Asks simple questions to learn more. Experiments with tools, toys, and materials to solve problems and understand cause and effect. Asks questions or uses trial and error to discover how everyday objects work (e.g., twists a jar lid to open it, presses buttons on a toy to see what happens, or stacks blocks in different ways to build a tower), and shows growing interest in cause-and-effect and problem-solving through exploration.	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
3 years (36–42 months) Show interest in and curiosity about objects, materials, or events. Shows curiosity by moving closer and watching or touching new things (e.g., looking closely at bubbles, feeling a new texture, or listening to a new sound).	**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.
Standard 4.2 Initiative and Self-Direction: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
Birth–8 months Uses sounds, gestures, and movements to communicate and connect with others. Shows curiosity by looking around and reaching for objects. Expresses curiosity by using gestures, facial expressions, or vocalizations to seek information or attention (e.g., looks at an object and then back at a caregiver, or makes questioning sounds when noticing something new).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy.
9–18 months	**SED 1c Self-Awareness: Completes tasks independently**

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Engages with familiar adults and children to explore, solve simple problems, and share experiences through play and interaction. Uses eye contact, vocalizations, or gestures (e.g., reaching, babbling, smiling) to involve familiar adults in exploration. May look between a caregiver and a toy while reaching for it, giggle during peekaboo, or repeat actions to share discoveries.	SED 1c.1 Reaches for a familiar object or toy.
19–24 months Expresses a desire to care for self, like trying to feed or dress independently. Shows interest in routines and personal well-being. Attempts to do and be included in self-care tasks independently, such as putting on socks, washing hands with help, or insisting on feeding self with a spoon, and shows pride, persistence, or excitement when trying new routines or mastering familiar ones.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
25–30 months Approaches tasks with flexibility and creativity. Tries different ways to solve problems or use materials. Tries different ways to solve simple challenges during play or daily routines (e.g., turns a puzzle piece to make it fit, uses a stool to reach a toy, or experiments with stacking blocks in new arrangements).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **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 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
31–35 months Begins to take small risks and explore new ways of doing things. Shows confidence in trying unfamiliar activities or ideas.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.

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Attempts new actions or approaches during play and routines (e.g., climbs onto a low structure for the first time, tries using a crayon with the other hand, or experiments with putting a toy in an unusual place to see what happens).	
3 years (36–42 months) Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities. Begins to demonstrate flexibility and imagination by using familiar toys or materials in new and creative ways (e.g., they might use a block as a phone, turn a box into a car, or use a spoon as a paintbrush during play).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.6 Revisits a familiar task or activity with a different approach. **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.
Standard 4.3 Persistence and Attentiveness: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
Birth–8 months Tracks faces and objects with eyes or head as they move. Repeats actions that lead to interesting outcomes, like kicking a toy or dropping a spoon. Shifts gaze or turns head to follow moving people, toys, or lights. Repeats simple actions like kicking, shaking, or dropping objects to observe outcomes such as sound, movement, or caregiver response.	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
9–18 months Plays interactive, repetitive games with familiar adults or older children. Begins to anticipate what will happen next based on past experiences.	**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.

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Repeats actions that produce a response, such as banging a toy to hear a sound, dropping food to see a reaction, or pressing buttons to activate lights or music. Shows anticipation by pausing or smiling before a familiar outcome.	
19–24 months Experiments with play materials using familiar actions on new objects. Begins to change behavior based on what has worked before. Uses trial-and-error with toys and materials, such as banging, shaking, rolling, or dropping, to observe effects. Adjusts actions based on previous outcomes, showing early problem-solving and sustained attention.	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
25–30 months Uses memory and observation to solve simple problems. Tries different approaches when exploring how things work. Applies past experience to new challenges, such as turning puzzle pieces to fit, pressing different buttons on a toy, or stacking blocks in new ways after a tower falls. Shows persistence and focus during exploration.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
31–35 months Applies past experiences to new situations. Shows flexible thinking by adjusting actions or strategies to reach a goal. Intentionally repeats and adjusts actions to improve performance or achieve a goal (e.g., carefully re-threads beads onto a string after	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

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dropping them, revisits a drawing to add more detail, or climbs a play structure multiple times to get faster or try a new path/route).	
3 years (36–42 months) Develop skills through repeated practice. Practices new self-help routines until more independent (e.g., puts on shoes, zips a coat, washes hands with less support). Insists on “doing it again” during play or learning tasks, showing persistence in practice.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Standard 4.4 Reflection and Interpretation: Children develop skills in thinking about their learning in order to inform future decisions.	
Birth–8 months Focuses on faces, objects, or pictures with sustained attention. Repeats actions that lead to a noticeable reaction, such as kicking a toy or dropping a spoon. Gazes at faces, toys, or picture books for increasing amounts of time, showing interest through stillness, cooing, and other sounds, reaching, kicking, hand motions and facial expressions (e.g., watches a caregiver’s face while feeding, follows a moving rattle with their eyes, or points at images in a soft book).	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
9–18 months Engages in interactive, repetitive games with familiar adults or older children. Explores objects by repeating and varying how they interact with them. Actively participates in familiar repetitive games with others, showing anticipation and enjoyment (e.g., drops a toy repeatedly for someone	**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.1 Engages in a continued interaction or activity with a familiar object or adult.

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to pick up, claps during a song with hand motions, or initiates a round of peekaboo by covering their own face).	
19–24 months Stays focused during short activities and repeats actions to solve simple problems. Begins to try different approaches when something doesn't work. Recognizes familiar routines and sequences, showing anticipation (e.g., smiles when seeing a bottle, lifts arms for a jacket). Experiments with actions and adjusts behavior based on previous outcomes (e.g., pauses before a ball rolls down a ramp after seeing it happen before).	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
25–30 months Chooses tasks or materials and sticks with them. Practices skills through repetition and shows pride in accomplishments. Applies known actions to explore new objects (e.g., tries stacking new shapes like they do with blocks, rolls an unfamiliar toy across the floor, or pretends to feed a stuffed animal using a different spoon).	**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.
31–35 months Demonstrates longer periods of attention during preferred activities. Refines skills through repeated practice and creative problem-solving. Focuses and persists during short activities, repeating actions and adjusting strategies when initial attempts don't work (e.g., repositions puzzle pieces, stacks heavier blocks at the bottom after a collapse, or experiments with different tools to scoop sand); reflects on outcomes and adapts behavior.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

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3 years (36–42 months) Begins to adjust actions or try new ways to do things based on what they have learned from past experiences. May tell a story of something that they experienced. Accurately recounts recent experiences in the correct order and includes relevant details.	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **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 Representational Thought	
Standard 4.5 Reasoning and Representational Thought: Children develop skills in causation, critical and analytical thinking, problem-solving and representational thought.	
Birth–8 months Manipulates objects to create sound or movement. Repeats simple actions to see what happens, like shaking a rattle or kicking a mobile. Uses hands or body to explore how objects respond, repeating actions to create sound, movement, or other effects (e.g., shakes a rattle to hear the sound, bangs a spoon on a surface, or pushes a hanging toy to make it swing).	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
9–18 months Searches for objects that disappear from view. Uses familiar people or objects to reach a goal, like pointing to a toy for help or using a stool to climb. Looks for a toy or object after it's been hidden or dropped (e.g., lifts a cloth to find a hidden rattle, peeks into a container where a ball was placed, or crawls to the other side of furniture where a toy rolled out of sight).	**SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.

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19–24 months Experiments with cause and effect by repeating actions and noticing outcomes. Begins to use one object to represent another in play. Engages in pretend play by substituting objects (e.g., uses a block as a phone, pretends a spoon is a microphone, or gives a stuffed animal “medicine” using a bottle cap) and repeats actions to test outcomes and adjust behavior accordingly.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **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.
25–30 months Tries different strategies to make things happen. Uses tools, toys, or people creatively to solve simple problems. Applies familiar strategies to solve problems such as handing a container to an adult for help, pushing a stool to reach a toy, or using a stick to retrieve something out of reach. Shows creativity and persistence in problem-solving.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
31–35 months Adjusts actions based on past results. Explores how things work by testing ideas and predicting outcomes. Engages in purposeful experimentation—such as pouring water on different surfaces to observe absorption, pressing buttons to compare toy responses, or mixing paint colors to see the result. Uses past experiences to inform new strategies and predictions.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome. **SCI 1b Investigation & Inquiry: Observes, describes and records**

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	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
3 years (36–42 months) Tries several methods to solve a problem before asking for assistance. Begins to use language to describe what happened after acting on an object. May describe that a caterpillar turns into a butterfly after observing the process. Says simple explanations, such as “It fall down” and “Push make it go.”	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Creative Arts	
Standard 4.6 Creative Movement and Dance: Children produce rhythmic movements spontaneously and in imitation, with growing technical artistic ability.	
Birth–8 months Moves arms, legs, or body in response to music, rhythm, or voices. Shows excitement through movement and sound. Responds to music, rhythm, or familiar voices by kicking feet, waving arms, smiling, cooing, or bouncing energetically, especially during singing, lullabies, or playful interaction with caregivers.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.1 Uses body language to express feelings. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways.
9–18 months Engages with others through movement, eye contact, and attention during music, rhythm, or playful interaction. Begins to explore how the body moves. Participates in music, rhythm, or playful interactions by making eye contact, moving the body, and attending to others. Begins exploring	**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.2 Moves body purposely such as by swaying or bouncing to music.

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body movements through bouncing, swaying, clapping, or other body movements in response to sounds and social cues.	
19–24 months Explores a variety of ways to move with and without music. Imitates simple gestures or sounds during songs, dances, or pretend play. Moves in varied ways (e.g., spinning, stomping, tiptoeing, or swaying with and without music). Imitates simple gestures, movements, or vocal sounds during songs, dances, or simple pretend scenarios.	**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.1 Moves body in a variety of ways. CA 2b.3 Follows the movements of others. Explores personal space and direction.
25–30 months Uses movement, sound, and imitation to express ideas—such as acting like an animal or pretending to dance, cook, or drive. Uses gestures, vocalizations, and body movements to act out familiar roles or scenarios during play (e.g., pretending to stir a pot, flapping like a bird, or making honking sounds while pretending to drive a car).	**CA 2a Dance & Movement: Expresses through dance** CA 2a.2 Uses purposeful gestures and body language to communicate. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction.
31–35 months Combines movement, gestures, and dramatic play to represent experiences, emotions, or stories. Shows creativity and imagination through expressive actions. Uses movement, gestures, or props and dramatic play to creatively act out familiar experiences, stories, or emotions (e.g., pretending to be a parent, animal, or community helper).	**CA 2a Dance & Movement: Expresses through dance** CA 2a.2 Uses purposeful gestures and body language to communicate. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways.
3 years (36–42 months) Explores different ways of moving, both with and without music, and participates in dance activities alone or with a partner.	**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**

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Moves in different ways— such as jumping, spinning, or swaying—with or without music, and joins in simple dance activities alone or with a friend. Shows joy and creativity while exploring movement.	CA 2b.3 Follows the movements of others. Explores personal space and direction.
Standard 4.7 Drama: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
Birth–8 months Copies simple facial expressions and movements. Engages in playful interactions like peekaboo or gentle rolling with caregivers. Imitates simple facial expressions and movements (e.g., smiling, sticking out tongue, waving arms), and engages in playful routines with caregivers (e.g., peekaboo, or back-and-forth sounds or gestures).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions.
9–18 months Imitates familiar actions, such as pretending to stir with a spoon or talk on a phone. Engages in short periods of independent play with toys or objects. Engages in short periods of independent play, imitating everyday actions with toys or other items (e.g., stirring with a spoon, talking on a toy phone, or pretending to eat).	**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.
19–24 months Acts out real-life experiences during play, like feeding a doll or sweeping with a toy broom. Enjoys early rough-and-tumble play like crawling, tumbling, or playful chasing.	**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**

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Begins to re-enact real-life routines (e.g., feeding a doll, sweeping with a toy broom, offering a cup), and participates in early rough-and-tumble play (e.g., crawling, tumbling, chasing).	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
25–30 months Uses movement, voice, and props to pretend and re-enact familiar routines or stories. Begins to take on simple roles in play. Acts out familiar roles (e.g., parent, animal, or helper), routines or stories (e.g., serving food, caring for a doll, or being a favorite character).	**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.
31–35 months Engages in dramatic play by re-enacting familiar or imagined stories. Combines gestures, voice, and props to express ideas, emotions, and relationships. Re-enacts familiar or imagined stories through dramatic play, using gestures, voice, and props to express ideas (e.g., pretending to be a firefighter or animal), emotions (e.g., comforting a doll or acting surprised), and relationships (e.g., playing “family” or “friends”).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
3 years (36–42 months) Engages in simple pretend play, such as cooking dinner or feeding a baby doll, beginning to use objects as symbols with occasional prompting. With prompting, uses a variety of materials to create simple props, puppets, or costume pieces for dramatic play and guided drama experiences.	**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.4 Uses an object as a replacement for a realistic prop or real object.

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Standard 4.8 Music: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.	
Birth–8 months Shows interest in sounds, music, and voices. May move arms, legs, or body in response to rhythm or tone. Turns head, widens eyes, or quiets in response to music, singing, or voices. May smile, coo, or move arms, legs, or body when listening to familiar songs or engaging tones.	**CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
9–18 months Experiments with a variety of sounds using voice, body, or objects. Responds to music and rhythm through movement or vocal play. Uses voice and body to make rhythmic or playful sound (e.g., babbling to music, clapping hands, bouncing to a beat).	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. CA 1b.3 Claps to beat. May not always be consistent.
19–24 months Claps, bounces, or moves to the beat of songs. Begins to echo simple rhythms or sounds during musical play. Claps hands, bounces, sways, or steps to the musical beat. Begins to copy simple rhythms or sounds using voice or body.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.
25–30 months Shows interest in musical instruments and uses them to create sound. Participates in songs, fingerplays, or movement games.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.

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Joins in familiar songs, fingerplays, movement games or making sounds with musical instruments (e.g., tapping a drum, shaking a maraca).	
31–35 months Expresses ideas and emotions through music, rhythm, and movement. Claps on beat, imitates patterns, and engages in musical storytelling or pretend play. Combines gestures, voice and props to express ideas and emotions through music and movement (e.g., claps on beat, imitates rhythmic patterns, or dances to reflect a mood), musical storytelling and dramatic play.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns.
3 years (36–42 months) Creates and shares original musical ideas by combining rhythm, movement, and sound. Claps and moves to the beat, repeats and builds on patterns, and uses music to express feelings or tell stories during pretend play or group activities. Sings, claps, or moves to music to show feeling and ideas, like stomping like a dinosaur during pretend play, clapping along to a song's beat, or swaying slowly to calm music.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.
Standard 4.9 Visual Arts: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	
Birth–8 months Gazes at photos, pictures, and mirror images. Uses hands and mouth to explore objects with different textures and shapes.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses.

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Stares intently at pictures, photos, and images in mirrors when presented with such items within an appropriate distance for their developing eyesight.	
9–18 months Begins grasping crayons, markers, or paintbrushes with growing control. Explores how tools make marks on surfaces. Holds a crayon, marker, or paintbrush in their fist or whole hand and begins to make marks on paper.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.
19–24 months Demonstrates interest in shapes, textures, and colors. Makes simple marks on paper using drawing tools. Expresses preferences for certain colors, textures, or shapes and begins to make uncontrolled or controlled marks, circular figures, and scribbles on paper.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper.
25–30 months Uses drawing tools to create lines, shapes, or patterns. Begins to talk about what is being drawn or explored. Begins to use tools to make some lines, shapes, or patterns (e.g., scribbles, loops, spirals, horizontal or vertical lines) and talk about what is being created.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper.
31–35 months Expresses ideas through drawing and mark-making. Uses color, shape, and form to represent people, objects, or experiences.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. CA 3b.5 Uses artistic tools and media to create intentional designs or images.

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Uses drawing tools to create recognizable shapes, forms, or color grouping that reflect people, objects, or events from daily life (e.g., “That’s a dog,” “I made rain,” or “This is my house”).	
3 years (36–42 months) Explores a variety of art materials, begins to use different media with growing skill, and shows curiosity by asking simple questions about their own and others’ artwork. When presented with art materials, may use the materials to explore cause and effect, such as mixing paint colors or using the tip of the marker to stamp dots all over the page.	**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. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.
Mathematics and Numeracy	
Standard 4.10 Number Sense and Operations: Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences.	
Birth–8 months Begins to develop an understanding of quantity by exploring objects one at a time. Signals desire for more through sounds, gestures, or facial cues. Explores objects individually (e.g., looking at or reaching for one toy at a time), and uses sounds, gestures, or facial expressions to indicate interest in “more” of something (e.g., vocalizing when a toy is removed, reaching toward another item, or smiling in response to repetition).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight.
9–18 months	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects.

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Recognizes and expresses differences in quantity using gestures or words like “more” or “all done.” Imitates counting and begins using number words. Gestures, signs, or uses early words to express “more,” “all done,” or similar concepts (e.g., reaching for another snack, shaking head when finished, putting finger tips of both hands together), and may begin to echo number words (e.g., saying “two!” while grabbing a handful).	**M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order.
19–24 months Matches small quantities with number words like “one,” “two,” or “three.” Uses simple phrases to describe amounts or people. Uses simple phrases to describe quantities (e.g., “more crackers,” “too many” or “two babies”), showing growing awareness of number concepts and groupings.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting.
25–30 months Uses number words and gestures to count and compare quantities. Begins to understand basic math ideas like “more,” “less,” or “same.” Uses words or points to objects to demonstrate an understanding of concepts associated with classification and comparison, such as “same,” “different,” “more,” or “less” (e.g., “You have more cookies than I do.”)	**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 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
31–35 months Counts objects with one-to-one correspondence. Uses number words accurately, matches numerals to quantities, and begins exploring simple addition or subtraction through play.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five.

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Begins counting objects aloud while touching or pointing with some accuracy (e.g., might skip items, double-count, or use rote counting) and begin to match one item to another (e.g., one spoon per one bowl).	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. **M 1b Number Sense: Identifies and writes numerals** M 1b.2 Begins to identify numbers. Identifies the numeral 1. **M 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted.
3 years (36–42 months) Begins to build number sense by counting up to 10 and using one-to-one correspondence with small groups of up to 5 objects. Starts to understand basic quantities like “one,” “two,” and “more,” and recognize some numerals up to 5. May count objects accurately up to 10 during everyday activities, such as counting cars or steps, and uses one-to-one correspondence with up to 5 objects. Begins to understand and use basic quantity words like “one,” “two,” and “more” in sentences (e.g., “I want one cookie.” or “I want more than two.”). Recognizes and names numerals up to 5 in the environment, such as on signs or in the classroom (e.g., “That’s a 5.”).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
Standard 4.11 Measurement: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
Birth–8 months Uses senses to explore objects of different shapes, textures, and weights. Begins to respond to changes in routines or environments.	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.

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Explores objects of varying shapes, textures, and weights through mouthing, grasping, and visual attention.	
9–18 months Notices and compares sizes, explores height and order by stacking or lining up objects. Begins to understand simple time sequences through daily routines. Explores general object sizes through play (e.g., choosing larger toys, fitting smaller items into containers); experiments with height and order by stacking or lining up 2 to 3 objects; and begins to recognize predicable sequences in the routine (e.g., reaching for bib before mealtime, calming when lights dim for nap).	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. **M 4b Measurement: Compares and orders** M 4b.2 Places objects in a row in any order.
19–24 months Compares objects by length, height, or weight through hands-on play. Follows simple routines while developing awareness of time concepts like “after” and “soon.” Begins stacking, lifting, or sorting (e.g., choosing taller blocks, moving things to an area with similar materials, noticing heavier items) and follow simple routines with growing awareness of time-related concepts (e.g., anticipating what comes “after” snack or recognizing that a walk happens “next” after putting on shoes).	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
25–30 months Uses descriptive words to talk about size, weight, or order. Explores measurement tools through imaginative play, such as pouring water or using rulers. Uses tools like rulers or measuring cups and some measurement terms (e.g., “heavy” and “light,” “full” and “empty,” “near” and “far”) in	**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**

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pretend play with or without full understanding of their purpose or meaning.	M 4b.3 Compares and orders two to three objects. Identifies the first object.
31–35 months Begins to sort, organize, and compare objects. Sorts and organizes objects based on one or more attributes (e.g., color, size, shape, function), and begins to compare groups or items using descriptive language (e.g., “bigger,” “same,” “more”).	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
3 years (36–42 months) Sorts, organizes, compares object with minimal assistance. Uses appropriate terms/language to describe measurable attributes. Begins to use basic words to compare objects, like big/little or heavy/light. Starts to notice the order of familiar daily events, saying things like “Playtime comes after snack.” Can sort objects by one thing, such as color or shape. With help, can make simple guesses about size or amount and explore measuring using everyday items like their hands or blocks, though not always accurately.	**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 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Standard 4.12 Data Analysis: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
Birth–8 months Uses senses to explore objects of different shapes, textures, and weights. Begins to notice changes in routines and environments. Puts hands or objects in mouth, turns head toward sounds, grasps finger or objects when placed in palm, and explores toys by mouthing, shaking, and banging.	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.

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9–18 months Explores size and space through movement and play. Begins to respond to simple time sequences in daily routines, like what happens before or after. Smiles back at caregiver, kicks a toy repeatedly, noticing the movement of the toy, and displays a surprised expression or response when events occur that don't follow expected sequences.	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.
19–24 months Compares objects by size, stacks or lines up items to explore order and height, and begins to understand time-related words like "soon" or "later." Sorts objects by color, size, or shape; stacks blocks to explore height; begins to use or respond to time-related words like "later" or "soon."	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
25–30 months Uses descriptive words to talk about size, weight, or order. Explores measuring tools through imaginative play, such as pouring water or using rulers. Uses words like "big," "heavy," or "more" to describe objects. Engages in pretend play with measuring tools like cups or rulers.	**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.
31–35 months Uses appropriate terms to describe measurable attributes. Organizes and compares objects, estimates size or amount, and begins to understand time as a sequence of events.	**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 6 Classification: Sorts and graphs**

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Uses terms like “long,” “short,” or “heavy.” Compares objects by size or amount. Anticipates events based on routine (e.g., goes to lunch area when food is being prepared).	M 6.3 Sorts objects by one feature.
3 years (36–42 months) Sort, organize, compare object with minimal assistance. Uses appropriate terms/language to describe measurable attributes. Independently collects and groups objects based on a single attribute, such as color, size, or shape, and uses simple descriptive language (e.g., “These are all red,” “These blocks are big”).	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Standard 4.13 Algebraic Thinking: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
Birth–8 months Looks at and reaches for nearby objects. Begins to notice how things are arranged or move in space. Watches and imitates a short, familiar sequence involving movement, sound, or objects (e.g., claps-taps-claps during a hand game, mimics an adult’s “jump-turn-clap” routine, or repeats a scoop-pour-pat pattern in the sandbox), often with adult support.	**M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.
9–18 months Explores how objects fit together or stack. Begins to recognize simple patterns through routines or play. Experiments with putting shapes in a shape bin and sometimes fits them in some of the correct openings.	**M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.
19–24 months	**M 5 Patterns: Copies, creates and extends patterns**

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Matches and sorts objects by shape, size, or color. Begins to notice and repeat patterns in movement, music, or materials. Plays with stacking containers and puts smaller ones in larger ones, but not in the correct sequence.	M 5.2 Notices things that repeat in the environment.
25–30 months Uses blocks, toys, or everyday items to build, arrange, and compare. Begins to describe spatial relationships like “in,” “on,” or “under.” May stack blocks on top of one another to build a small tower.	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment.
31–35 months Recognizes and creates patterns. Uses spatial language to describe how things are arranged or move. Explores shapes and positions through play and conversation. With adult support, may see a pattern and copy the pattern using a variety of materials, such as a green, purple, green, purple pattern of beads, repeated with assistance. With assistance, may repeat a single pattern clapped by an adult (clap, stomp, clap, stomp).	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. M 5.4 Copies, creates and extends AB patterns.
3 years (36–42 months) Reproduces simple patterns of sound and movement. Recognizes, copies, and begins to extend simple repeating patterns using colors, shapes, sounds, or movements (e.g., strings beads in a red-blue-red-blue pattern and adds the next color, continues a clap-stomp pattern, or arranges blocks in a repeated size or color sequence).	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.

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Standard 4.14 Geometry and Spatial Reasoning: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	
Birth–8 months Develops awareness of shapes by exploring objects and materials. Begins to move body and reach for items in space. Places objects in mouth and handles objects, reaching for objects within eyesight.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.
9–18 months Moves body and materials in space with growing coordination. Begins to notice and respond to differences in shape and size. Reaches for and manipulates objects of different shapes and sizes. Begins to show preference or curiosity when encountering new forms.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.
19–24 months Recognizes and names simple two-dimensional shapes like circles and squares. Explores how objects fit together or stack. Uses materials to draw or build shapes; begins to describe features like sides or corners (e.g., “square has four sides”).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
25–30 months Describes two- and three-dimensional shapes and begins identifying characteristics like sides or corners. Uses materials to build or draw shapes.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.

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May draw, construct, or copy simple shapes using materials like playdough or blocks, and begins to describe features such as sides or corners (e.g., saying “square has four sides” or pointing to the corners of a triangle).	
31–35 months Creates geometric shapes using blocks, drawing tools, or other materials. Uses spatial language to describe position, movement, and shape features. Uses blocks, drawing tools, or other materials to create basic geometric shapes and begins to use spatial language (e.g., “under,” “next to,” “circle”) to describe their position or features.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. **M 2b Spatial Awareness: Determines object location** M 2b.3 Finds or places objects next to, between, in front of or behind self.
3 years (36–42 months) Follows simple directions related to proximity. Identifies a few basic shapes. Follows directions when positional and proximity words are used (e.g., in, on, beside, between). May point to, name, or describe common shapes, such as circle, triangle, rectangle, square.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.
Science	
Standard 4.15 Scientific Thinking and Use of the Scientific Method: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
Birth–8 months	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Gazes at photos, pictures, and mirror images. Uses hands and mouth to explore objects and respond to sensory experiences. Gazes at mirror images or photos. Explores objects by mouthing, grasping, or shaking. Imitates simple gestures in response to sensory stimuli.	
9–18 months Observes objects and people in the environment. Uses touch, sight, sound, smell, and taste to examine objects in detail. Explores objects and people using multiple senses, such as looking closely, touching, mouthing, shaking, or listening to sounds they make.	**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.
19–24 months Explores features of materials and objects using all senses. Begins to notice and compare characteristics like soft vs. hard or big vs. small. Examines small objects closely and begins to notice differences in texture, size, or shape (e.g., soft vs. hard, big vs. small).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
25–30 months Investigates objects and simple processes through sensory play. Begins to ask questions or show curiosity about how things work. Imitates real life experiences, asks simple questions, uses familiar objects to represent other things.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
31–35 months	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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Uses observation and sensory exploration to identify similarities and differences. Begins to describe features and make predictions during play. May describe features of objects (e.g., size, texture, weight) and make simple predictions about outcomes, such as whether items will float or sink in water or roll down a ramp.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome.
3 years (36–42 months) Observes and asks simple questions about objects and events in their environment. Explores materials using senses and simple tools. Shows curiosity by asking simple questions and making observations about the world around them (e.g., asks “What kind is that?” when seeing a bird, says “Why is the sky pink?” at sunset, watches water drip and says, “It’s going fast!”, notices a toy is missing and asks where it went, or points out a bug and says, “What’s it doing?”).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Standard 4.16 Life Science: Children develop understanding of and compassion for living things.	
Birth–8 months Shows interest in animals and other living things by watching them, reaching toward them, or reacting to their movements and sounds. May attend to the sound of a bird chirping, dog barking or cat meowing, turn toward the source, or show excitement through movement or vocalization.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
9–18 months Explores basic characteristics of living things. Begins identifying familiar plants and animals in their home or neighborhood.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.

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May reach out to a leaf floating by, pointing to a bird flying by.	SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
19–24 months Describes simple behaviors of animals, continues to explore and name common living things. May identify familiar plants and animals and their characteristics, such as labeling dogs, making the sound of a dog, and pointing to the dog's tail.	**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.
25–30 months Engages with plants and animals in a gentle and respectful way, often without adult prompting. Begins to ask questions or show curiosity about how living things behave. May express concern when an animal is sick or injured.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.
31–35 months Observes and describes features and behaviors of animals and plants. Shows care and interest in living things through play, conversation, and exploration. May generalize the needs of other living things, such as saying that the worm needs a home.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.
3 years (36–42 months) Identifies and explores characteristics of living things (plants, animals, and humans) and their basic needs. May pretend to care for a doll or animal. Example Says, "Dogs need food and water just like me." Points to a plant and says, "It needs sun	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.

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to grow." Waters a class plant and says, "I'm helping it stay alive." Sorts pictures into "living" and "non-living" categories and explains why.	
Standard 4.17 Physical Science: Children develop an understanding of the physical world (the nature and properties of energy, nonliving matter, and the forces that give order to nature).	
Birth–8 months Uses all senses to explore objects and their properties—touching, mouthing, shaking, and looking. Begins to notice cause and effect, like dropping a toy or pushing a button to make a sound. May explore texture, noise, weight, taste, or color of a ball by mouthing or shaking.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment.
9–18 months Observes how objects move. Begins to explore natural forces like gravity, light, and sound through everyday play. May roll a ball or throw it. May repeatedly drop a spoon from a highchair.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
19–24 months Uses simple tools to explore how objects behave. Begins to compare and describe characteristics like size, texture, and weight. Uses objects like blocks or spoons to test how materials respond. Begins to notice differences in texture or sound.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.

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25–30 months Explores cause and effect more intentionally. Notices and describes qualities of sound and light, and begins to sort and contrast objects based on features. Pulls string to move toy or object and watches its path. Begins to describe sounds (e.g., loud/soft) or sort objects by color or size.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
31–35 months Uses tools and observation to explore how things work. Compares, contrasts, and describes objects based on their characteristics. Investigates movement, sound, and light with curiosity and purpose. Describes object features during play (e.g., “This rock is heavy”). Uses tools like magnifiers or ramps to explore how things move or sound.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
3 years (36–42 months) Explores the properties of objects and observes simple changes. May identify, sort or describe objects based on texture, weight, or other physical properties (e.g., “This rock is heavy, but the leaf is light”). Touches objects and describes them as “smooth,” “rough,” “soft,” or “hard.” Places various items in water and notes, “The coin sinks, but the feather floats.” Observes an ice cube melting and comments, “It’s turning into water.”	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Standard 4.18 Earth and Space: Children develop an understanding of the earth and planets.	
Birth–8 months	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment** SCI 2b.1 Reacts to weather changes in immediate environment.

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Begins to express a sense of wonder about the natural world by watching the sun, clouds, or sky. Responds to changes in light and weather. May attend to a natural phenomenon, such as snow falling outside.	
9–18 months Interacts with natural materials like leaves, water, or sand. Begins to notice and react to weather changes. May play with snow, mud, water, sand, or other natural materials.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.1 Reacts to weather changes in immediate environment.
19–24 months Identifies simple characteristics of night and day. Begins naming types of weather and shows interest in natural features. May say "It's raining" or "The sun is out," and connect daily routines to time of day (e.g., bedtime means night).	**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.
25–30 months Investigates properties of natural objects like rocks, water, or dirt. Asks simple questions about the earth, sun, or moon. Begins using words like "sky," "tree," and "cloud." May describe rocks as "hard" or water as "wet," and ask questions like "Where does the sun go?" while using words like "sky" or "tree."	**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.
31–35 months Explores and describes natural outdoor environments. Uses vocabulary to talk about weather, time of day, and natural features. Shows curiosity and care for the world around them.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.

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May extensively explore a pond, creek, meadow, forest, or neighborhood park.	
3 years (36–42 months) Notices weather changes and basic environmental features. May observe and point out objects in the sky, daily weather (e.g., says, “It’s raining—we need our umbrellas!”). Points to the sky and says, “Look, there are clouds today.” Notices wind by observing leaves moving and comments, “The wind is blowing the trees.” Identifies sunny or cloudy conditions during outdoor play. Observes puddles forming after rain and remarks, “The ground is wet now.”	**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.
Standard 4.19 Engineering: Children develop an understanding of the processes that assist people in designing and building.	
Birth–8 months Investigates surroundings by reaching for, grasping, and manipulating objects. Explores how things work through repetition and trial-and-error. May shake their hand repeatedly when wearing a wrist rattle.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
9–18 months Begins solving simple challenges during play, like fitting a puzzle piece or stacking blocks. Tries different approaches when something doesn’t work. Rotates a shape block to fit it into a shape-sorting toy.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **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.

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19–24 months Uses simple tools and materials—like ramps, containers, or pulleys—to explore how things move or fit together. Begins to design and test ideas through play. May complete a simple puzzle and use ramps or containers to test how objects move or fit together during play.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **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.
25–30 months Builds and adjusts simple structures or setups to solve problems. Uses materials purposefully to reach goals. May repeatedly try to make a bridge out of blocks until a car rolls over it successfully.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
31–35 months Designs, builds, and tests solutions during play. Uses creative thinking and persistence to solve challenges and explore how things work. May continuously bang and manipulate an item to open it, trying many ways to get an item out of a container (e.g., shakes the container, pokes fingers into the container, bangs on the container).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
3 years (36–42 months) Builds structures using blocks and materials. Explores simple tools. With increasing independence, explores and uses a variety of materials and tools to build, create, and discover how things fit and work together (e.g., stacks blocks to make towers, uses boxes or	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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tubes to build, arranges objects to form bridges or enclosures, or uses simple tools like child-safe hammers during play).	
Social Studies	
Standard 4.20 Time (History): Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	
Birth–8 months Begins to anticipate predictable events and routines. May begin to show excitement and anticipation of regular routines.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.1 Focuses on interactions with others for a short time. **M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment.
9–18 months Starts to recognize when an event is beginning or ending through consistent cues. May clap when the song is over or take off their bib when their bowl and spoon are removed.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.
19–24 months Recalls the immediate past and begins to anticipate recurring events in their day. Displays recognition and excitement about a previously enjoyed activity when a regular schedule is followed.	**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. **M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment.
25–30 months Experiments with general time-related terms and makes simple predictions based on familiar routines or experiences.	**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.”.

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May say “after lunch we go outside” or adjust behavior based on past outcomes, showing early use of time-related concepts.	SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
31–35 months Uses basic time sequence language to describe events and begins to understand daily patterns and transitions. May use terms such as “morning,” “yesterday,” “first,” and “last” when sharing details about their day or what may happen in the future.	**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.
3 years (36–42 months) Begins to recognize and follow daily routines, use simple time-related words like “today” and “later,” and talk about recent events from their own experiences. Begins to understand the order of daily events, using time-related cues like “after” or “next” (e.g., “After story, we go outside” or “We eat lunch after play”). Talks about recent experiences, mentioning familiar people, places, or events from the recent past (e.g., “Grandma came yesterday”).	**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.
Standard 4.21 Places, Regions and Spatial Awareness (Geography): Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
Birth–8 months Explores immediate environment through movement and sensory experiences. Begins to develop awareness of their body and the space it occupies.	**SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment. **SS 3b Geography: Interacts with maps** SS 3b.1 Navigates within a familiar environment.

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May watch and reach for items all around them.	
9–18 months Moves through, around, under, and over objects. Begins to understand physical relationships like “in,” “out,” “near,” or “far.” May crawl under furniture or objects, place toys “in” and “out” of containers or move toward objects that are “far” away.	**SS 3b Geography: Interacts with maps** SS 3b.2 Finds ways to move around obstacles in a familiar environment. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
19–24 months Explores spatial relationships by arranging or stacking objects. Begins to describe where things are or how they fit together. May attempt to fit their hand into a tube or try to sit in a box or cupboard.	**M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **M 2b Spatial Awareness: Determines object location** M 2b.3 Finds or places objects next to, between, in front of or behind self.
25–30 months Demonstrates understanding of space and location through play. Begins creating simple representations of places. May build a pretend house with blocks or arrange furniture in a dollhouse to represent familiar spaces.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. **M 2b Spatial Awareness: Determines object location** M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
31–35 months Uses movement, materials, and language to describe and represent locations. Explores how people and objects relate to space in more complex ways. May draw or build simple representations of familiar locations, such as their home.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.

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3 years (36–42 months) Identifies common places (home, school, park) and shows awareness of immediate surroundings. May point to or name familiar places in conversation or pictures (“That’s my school”). May recognize when they arrive at or leave a familiar location.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.
Standard 4.22 The Physical World (Ecology): Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
Birth–8 months Uses all senses to explore the environment. Shows interest in nature and responds to familiar sights and sounds, such as trees, animals, or sunlight. May reach toward sunlight, respond to the sound of birds, or mouth natural objects like leaves or grass.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
9–18 months Expresses curiosity about live animals and pictures of animals. Interacts with natural materials like leaves, water, or sand. May tentatively explore new messy substances, such as wet sand or mud.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
19–24 months Begins to notice changes in familiar places, such as their home or neighborhood. Takes simple actions to care for the environment.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.

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May pick up litter during a walk, water a plant with help, or notice seasonal changes like falling leaves.	**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.
25–30 months Demonstrates interest in caring for living things with adult support and begins using words to describe nature. May say "the flower is thirsty" or help feed a pet, showing concern and using nature-related words.	**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 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.
31–35 months Takes responsibility for caring for living things. Explores and describes natural features and changes in the environment with growing independence and vocabulary. May take care of a plant by watering it regularly, or take care of a pet by feeding it and giving it fresh water every day.	**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 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.
3 years (36–42 months) Notices and explores nature, plants, and animals. Points to or comments on animals, plants, rocks, or weather when outdoors. Asks simple questions about animals or plants ("What's that bug?").	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.

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Standard 4.23 Technology: Children become aware of technological tools and explore and learn the ways to use these resources in a developmentally appropriate manner.	
Birth–8 months Responds to lights, sounds, and movement from toys or devices. Gazes at images and reacts to changes in sound or rhythm. May kick legs or wave arms when a musical toy plays or gaze at a screen showing moving images.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys.
9–18 months Explores toys and objects that produce sound, light, or movement through technology. Begins to press buttons or touch screens to see what happens. May request a favorite song on a device or repeat lyrics from familiar song heard on a device.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
19–24 months Engages with music and sound through technology. Begins to show preferences for certain experiences. May repeat the words of a familiar repetitive song.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
25–30 months Uses simple tools or devices to explore cause and effect. Begins to describe what they see or hear. May persistently seek a way to make mechanical toy work, such as trying to turn the handle or asking an adult for help.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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31–35 months Shows interest in music, movement, and interactive elements through technology. Begins to use digital tools (e.g., tablets, music players) in simple, purposeful ways during play. Pushes buttons, taps, or swipes on devices with curiosity. Shows interest in cause-and-effect actions (e.g., pressing a button to make a toy light up).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
3 years (36–42 months) Explores and uses simple tools and materials during play, including beginning use of basic technology (e.g., selects a digital story or uses a drawing app with support). May draw a picture using a computer touch screen or talk to a family member using a phone.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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Core Domain 1: Emotional and Social	
Culture, Family, and Community	
Standard 1.1 Culture: Children develop an awareness of and appreciation for similarities and differences between themselves and others.	
3 years Identifies and describes similarities and differences between themselves and others. Describes differences between people of different ages and stages based on strengths, challenges, and interests. Talks about what people can do and what they are still learning, such as saying “She can’t walk yet because she’s a baby.”	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
4 years Demonstrates initial respect for similarities and differences between themselves and others. Recognizes when something, like an action or picture, is unfair to a group of people and explains why, such as saying “That story might hurt someone’s feelings.”	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. **SS 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.
5 years Demonstrates awareness and understanding of their own background, traditions, and experiences, while increasingly recognizing and appreciating the unique qualities, perspectives, and traditions of others.	**SS 1c Culture & Community: Respects diversity** SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.

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Expresses themself through play, art, and everyday interactions by sharing aspects of their own background—such as drawing a family celebration or pretending to cook a favorite meal—and by showing respect for others' experiences. Recognizes and talks about how classmates' abilities, interests, or traditions may be different from their own, and engages in kind, welcoming behaviors during group activities.	**SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
Standard 1.2 Family: Children develop an awareness of the functions, contributions, and varied characteristics of family.	
3 years Shows awareness of their role in the family and can name and talk about family members. Names people in their family, like saying "That's my mommy" or "My brother is big." Talks about what family members do and how they're connected, like "Daddy goes to work" or "I help Grandma bake cookies."	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
4 years Recognizes similarities and differences between their family and others. Describes how their family is alike or different from other families, such as "My family is just me and my mom, but Tommy's family has a mom and a dad and a stepmother."	**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 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
5 years Demonstrates self-awareness by describing their role within their family, identifying family members and their responsibilities, and recognizing familiar routines and traditions at home. Begins to	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.

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understand how their contributions and relationships are part of a larger family structure. Describes who lives in their home and talks about the roles and responsibilities of family members, including their own contributions—such as setting the table, feeding a pet, or comforting a sibling. Shares familiar routines and traditions with growing detail, showing pride in how they help and participate in family life.	**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.
Standard 1.3 Community: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
3 years Recognizes and describes community workers and their roles. Shows emerging ability to identify community workers— such as a firefighter, police officer, or cashier—and describes what they do.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
4 years Begins to understand basic ways communities work and how people contribute. May begin to engage in dramatic play to enact different community worker roles (e.g., may assign himself the role of a bus driver and choose other children to assume the role of passengers).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
5 years Demonstrates community-building skills. Shares toys and supplies, waits for their turn when playing with others, and says or does kind things, such as helping a friend or giving a compliment.	**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.

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Standard 1.4 Self-Concept: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
3 years Shows awareness of self, including own body, abilities, thoughts, and feelings. Knows the name of some body parts, says how they feel and what they like, and talks about things they can do, like jumping or drawing. They may say things like, “I’m sad because I dropped my ice cream” or “I’m happy when I play with my friends.”	**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.3 Expresses likes and dislikes. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.
4 years Express confidence in own skills and positive feelings about self. Chooses to try new activities like climbing or painting without help, and talks positively about their abilities, such as “I did it!” or “Look at me.”	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
5 years Recognizes themself as a unique individual with their own abilities, emotions, characteristics, and interests. Identifies and expresses feelings with growing independence, begins using simple coping strategies, and follows learning environment rules with adult support while participating in group settings. Describe interests, abilities, and emotions with increasing detail—such as saying, “I’m good at running” or “I feel nervous when it’s loud.” Recognizes and names basic emotions in themselves and others, and begins to use simple strategies, such as deep breathing or taking a break to manage their feelings, with occasional support from adults.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.

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Standard 1.5 Self-Efficacy: Children demonstrate a belief in their abilities.	
3 years, 4 years, 5 years Develops an awareness and appreciation of themself as a unique, competent, and capable individual, and demonstrates growing confidence in their abilities. Demonstrates increasing awareness of personal preferences, abilities, and accomplishments. Begins to take initiative, persist in tasks, and express pride in efforts and achievements, showing confidence in trying new or challenging activities.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently. **SED 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.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Standard 1.6 Self-Regulation: Children manage their internal states, feelings, and behavior and develop the ability to adapt to a variety of situations and environments.	
3 years Follows classroom rules and routines with increasing independence. Uses environmental cues (e.g., music, lights, visual signs) and peer or adult guidance to transition between activities, take turns, and participate in group rules and limits (e.g., waiting for a turn at the	**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 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.

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water table, cleaning up when music plays, going to the rest area when lights dim).	**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.
4 years Recognizes personal needs and begins to take appropriate actions to meet them with increasing confidence in familiar situations. Is able to recognize their physical needs, such as “being hungry,” and take actions to meet that need, such as getting in the cupboard for a cracker or asking for a snack.	**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.
5 years Manages actions, words, and behavior with increasing independence by following rules and routines, using words to express feelings, staying focused on tasks for short periods, and beginning to control impulses with occasional adult support. Uses words to express feelings and needs, demonstrates self-control by waiting for a turn during games or activities, follows familiar rules and routines (such as putting toys away), and begins to adjust behavior in response to the environment—such as slowing down when moving too quickly indoors.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **SED 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. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **SS 2a Civics & Economics: Follows rules, limits and expectations**

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	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Standard 1.7 Emotional Expression: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
3 years Manages emotions with increasing independence and seeks an adult for help resolving strong emotions. Begins to use strategies like taking deep breaths, counting to 10 and/or asking for a hug when strong emotions arise.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **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.
4 years Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others. Begins to recognize that someone could be “happy to see a friend, but also a little nervous about the new situation.”	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time.
5 years Learns to adapt to new environments and diverse situations by showing appropriate emotions and behaviors, with guidance as needed. Explores new environments, e.g. a new playground and may feel shy at first, but with support from a caregiver or trusted adult, begins to explore the equipment, play with other kids, and feel comfortable and have fun.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.5 Recognizes that feelings can change. **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.

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Social Development	
Standard 1.8 Interaction with Adults: Children show trust, develop emotional bonds, and interact comfortably with adults.	
3 years Engages in and maintains positive relationships and interactions with children and adults. Plays the same game with the same friends for several days. Enjoys spending time with adults they know well, often showing affection or choosing to be near them.	**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.
4 years Engages cooperatively in small groups and manages separations without distress by building trust and positive relationships with familiar adults. Shows emerging ability to use a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity or sharing a toy. May wave good-bye to mom and join classroom activities.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
5 years Engages with trusted adults to share ideas, interests, and seek support, while also participating in group activities where they begin to follow rules with guidance. Uses basic problem-solving skills to resolve peer conflicts, shows respect in interactions, responds to others' emotions, and builds early friendships through cooperative play. Engages in meaningful conversations with trusted adults—such as sharing daily experiences or reflecting on past events—and	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.

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participates in group activities with growing independence. Follows rules with occasional reminders, takes turns, expresses empathy, and uses respectful language and actions while building early friendships and practicing in cooperative play.	
Standard 1.9 Interaction with Peers: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
3 years Forms trusting relationships with familiar adults and increasingly engages with peers to build friendships and practice cooperation, negotiation, and empathy. Begins to express needs, take on roles, and resolve minor conflicts using words and social strategies, relying less on adult intervention over time as their social world broadens beyond family. Forms trusting relationships with familiar adults (e.g., seeking comfort when upset) and increasingly engages with peers to build friendships (e.g., inviting others to play), practicing cooperation (e.g., sharing toys), negotiation (e.g., asking “Can I have a turn?”), and empathy (e.g., comforting a sad friend). As their social world grows, they express needs (e.g., asking for help), take on play roles (e.g., “doctor” or “teacher”), and resolve minor conflicts with words and social strategies (e.g., “Let’s take turns”), needing less adult support over time.	**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. **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. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
4 years	**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.

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Builds trusting relationships with adults and forms deeper, more complex friendships with peers, demonstrating growing skills in cooperation, negotiation, empathy, and perspective-taking as they navigate social interactions beyond the family. Builds trusting relationships with adults (e.g., seeking advice or comfort when needed) and forms deeper, more complex friendships with peers (e.g., choosing to play with close friends). Demonstrates growing skills in cooperation (e.g., working together on group projects), negotiation (e.g., discussing and agreeing on game rules), empathy (e.g., recognizing and responding to a friend's feelings), and perspective-taking (e.g., understanding another child's point of view during conflicts) as they navigate social interactions beyond the family.	SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. **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.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 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.
Core Domain 2: Physical	
Physical Development	
Standard 2.1 Fine Motor Skills: Children develop small muscle strength, coordination, and skills.	
3 years Manipulate a range of objects, such as blocks or books. Stacks taller block towers with more balance and control, sometimes copying simple patterns. Turns pages carefully and may use child-safe scissors to make short cuts across paper.	**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.

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4 years Uses writing, drawing, and cutting tools with control and purpose during play and work. With increasing independence, grasps tools such as markers, crayons, paintbrushes, and draws shapes and begins to add details. Uses child-safe scissors with growing accuracy and control, and practices fastening clothing.	**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.
5 years Uses writing and art tools with growing strength, control, and purpose to create detailed and meaningful work. Uses a variety of writing and art tools with increasing precision and independence— forming most uppercase and lowercase letters legibly, cutting along curved and zigzag lines accurately, and using tools like glue sticks, paintbrushes, and hole punchers with control and intent to complete more complex creative tasks.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
Standard 2.2 Gross Motor Skills: Children develop large muscle strength, coordination, and skills.	
3 years Moves with growing control and coordination, such as running without falling, climbing playground steps, or hopping. Demonstrates emerging control and coordination by walking, running, changing direction, and navigating around people and objects; begins to apply these movement skills in varied play contexts (e.g., simple games like tag, follow-the-leader, basic dance movements, and navigating low obstacle courses), showing increasing body awareness and purposeful movement.	**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.

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4 years Demonstrates increased ability to coordinate movements and skills used for balancing. Moves with strength and coordination by jumping forward and landing steadily on two feet, leaping over small objects with growing confidence, balancing on one foot for several seconds, climbing stairs or playground equipment using both hands and feet, and joining in movement games like hopping, tiptoeing, or skipping with smooth and controlled motions.	**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.
5 years Demonstrates strength, coordination, and body awareness by identifying and performing basic locomotor movements (e.g., hopping, galloping, walking) with control. Moves safely and confidently through spaces during active play, distinguishing between personal and general space. Demonstrates body control and spatial awareness by moving safely and confidently through spaces—walking, running, hopping, and galloping with emerging coordination. Follows movement directions such as “over,” “under,” or “around.” Adjusts speed and direction during play, and uses strength to push, pull, climb, or stretch. Begins and stops movement on cue and navigates shared spaces without bumping into others.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
Standard 2.3 Sensorimotor Skills: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	
3 years	**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.

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Begins to show more intentionality in their exploration. Combines sensory input with motor planning and begins to test ideas or repeat actions. Intentionally explores new objects or environments using multiple senses (e.g., looks, touches, and shakes to figure out how something works); compares sensory properties through experimentation (e.g., presses clay and playdough differently and comments on it); and adjusts behavior based on past experiences (e.g., approaches hot sand carefully). Describes sensory input with more specific language (e.g., “It feels scratchy”); shows clear preferences and self-regulation (e.g., covers ears in loud spaces); revisits and varies exploration (e.g., uses scoops with sand); uses sensory input to guide social interactions (e.g., moves closer to music or steps back when overwhelmed); and begins connecting sensory experiences to emotions or memories (e.g., “That smells like pancakes at Nana’s house”).	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
4 years Uses sight, touch, hearing, smell, and/or taste to compare and describe materials or experiences. Uses their senses to explore and describe the world by noticing differences in texture, temperature, and sound, and naming what they see, hear, or feel. Shows preferences based on how things feel or taste and uses sensory words such as “spicy,” “yucky,” “crunchy,” to talk about food and drinks.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
5 years Uses sensory input to explore the environment, respond to cues, and adapt movements with increasing control and purpose; makes predictions, solves problems, and expresses ideas based on sensory observations.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Uses their senses to explore and describe the world around them, making choices based on how things look, feel, sound, taste, or smell. Responds to simple verbal and visual cues like “stop,” “go,” and “jump” during group activities and transitions, and adjusts their movements based on what they see or hear—such as stopping when a peer is nearby or turning toward a sound. Builds curiosity, awareness, and engagement across learning settings through hands-on sensory experiences with materials like sand, water, and textured objects.	SCI 1a.4 When given a question, guesses a possible answer or outcome.
Health, Safety, and Personal Care	
Standard 2.4 Daily Living Skills: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.	
3 years Begins to develop foundational self-care skills by attempting to use utensils, pouring with support, and removing simple clothing. Participates in hygiene routines, such as handwashing and toothbrushing, with adult assistance, and begins to recognize basic healthy habits with guidance. Begins to show interest in participating in daily routines, such as mealtime and dressing. Is learning to feed themself using child-sized utensils, though coordination is still developing. With support, attempts to pour water from a small pitcher and can put on or remove simple clothing items like hats or coats. Begins to assist with dressing tasks, such as pulling up pants or trying to zip with help.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
4 years Demonstrates growing independence by using utensils with control, pouring with minimal spilling, and managing most clothing with some	**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.

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help. Follows hygiene routines with occasional reminders and begins to explain the importance of healthy behaviors with support. Demonstrates increasing independence in managing personal care. Washes their hands with soap and water with minimal adult support and brushes their teeth when encouraged. Is learning to blow their nose and may begin to dispose of tissues on their own. Dressing is becoming more manageable, including handling fasteners with little assistance. Starts to recognize and respond to their own physical needs. Begins to initiate hygiene routines with only occasional reminders.	PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
5 years Demonstrates increasing independence in personal health and hygiene by correctly using utensils, pouring, dressing and undressing, and beginning to tie shoes; follows routines such as handwashing, toothbrushing, and nose care with minimal support, and encourages healthy habits among peers. Increasingly manages personal care routines with confidence and independence. Follows hygiene practices, such as handwashing, toothbrushing, and nose blowing—often without reminders—and begins to recognize and respond to their physical needs, such as feeling tired or thirsty. Dresses and undresses with minimal help, using buttons, zippers, and snaps, and takes responsibility for their belongings by hanging up coats or organizing backpacks. Mealtime skills are well-developed, including using utensils and pouring liquids with control, while still accepting support when needed.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Standard 2.5 Nutrition: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
3 years	**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.

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Feeds self with minimal assistance. Begins to try new foods. Engages in simple mealtime conversations and follows basic routines. Sits at the table for meals and snacks with adult support; begins to follow simple mealtime routines (e.g., waiting to be served, passing food, helping to clean up); uses basic table manners with reminders (e.g., saying “please” or “thank you,” using utensils); tries familiar foods, and shows curiosity about new ones with encouragement; and recognizes and communicates feelings of hunger or fullness.	PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
4 years Explores a variety of foods, and shows interest in making healthy choices. Participates in mealtime routines with growing independence and social engagement. Willingly tries new foods from various food groups and begins to describe foods using sensory details, such as color, texture, or taste (e.g., “crunchy,” “sweet,” “cold”), demonstrating growing curiosity and vocabulary about healthy eating.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
5 years Demonstrates growing understanding of healthy habits by identifying basic food groups, making nutritious food choices, and following hygiene and wellness routines (e.g., handwashing, toothbrushing) with increasing independence. Seeks support when needed and begins to understand how healthy eating supports the body. Shows growing understanding of healthy habits by naming nutritious foods and their benefits, helping with simple food tasks like pouring or spreading, following hygiene and mealtime routines with more independence, and recognizing personal needs like hunger or tiredness, asking for help when needed.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.

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Standard 2.6 Physical Fitness: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
3 years Shows growing confidence when exploring new movement activities with support, such as climbing, jumping, or balancing. May hesitate at first but is increasingly willing to try with encouragement. Participates in group movement activities like dancing, marching, or simple obstacle courses. Follows basic movement directions in games such as “Simon Says” and “Follow the Leader.” Imitates actions modeled by adults or peers, shows enthusiasm during active play with others. Begins to wait for turns or share space during physical games with adult support.	**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.
4 years Independently attempts a variety of new movement skills with persistence, adjusting movements as needed and showing confidence through repeated practice or encouraging peers to join. Attempts new physical tasks independently (e.g., hopping, skipping, climbing); shows confidence trying unfamiliar games or equipment (e.g., balance beams, tricycles); adjusts movements to improve performance (e.g., changing speed or posture); persists in learning new skills (e.g., throwing a ball, jumping rope); and participates in unfamiliar group physical activities with minimal hesitation.	**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.
5 years Demonstrates healthy behaviors by participating in a variety of physical activities and beginning to understand that being active helps the body stay strong and healthy for life.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.

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Actively joins in physical play like running, dancing, and climbing, shows growing awareness of safety and personal space; talks about how exercise helps their body (e.g., “My heart is beating fast!”); and tries new movement activities with support, following basic safety rules, such as taking turns and walking indoors.	**PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Standard 2.7 Safety Practices: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
3 years Recognizes basic safety rules with adult help and says simple reasons for the safety rules. Follows simple rules with adult reminders, such as “We walk inside.” or “Take turns.” When asked why, they begin to explain with simple reasons like “So we don’t get hurt.” They can repeat safety rules when prompted, like “We sit when we eat,” and use basic language to describe cause and effect, such as “We clean up so we don’t trip.” The child starts to understand how rules help keep themselves and others safe.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. PD 3.5 Describes reasons for safety rules and reminds others to follow them. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
4 years Developing an increased awareness and understanding of safety rules and routines. Follows daily routines and safety rules with fewer reminders, such as washing hands and staying with the group. Uses words to state rules during play or transitions, like saying, “Only one at a time on the ladder.” Notices unsafe behaviors and suggests safer choices. Joins class discussions about how rules help everyone stay safe and fair and adjusts their actions to follow rules, especially in new or challenging situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision.

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5 years Clearly describes safety rules and shows growing responsibility by applying them in new situations, reminding others, and making safe choices without being told. Identifies and follows basic safety rules in familiar settings, recognizes common hazards, and begins to explain why certain choices are safe or unsafe. Shows growing independence by making safe decisions without adult reminders, balancing curiosity with caution, and taking age-appropriate risks—such as trying new equipment or solving peer conflicts—while respecting personal limits and safety boundaries.	**PD 3 Safety: Demonstrates safe practices** PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.5 Makes independent choices based on rules and fairness.
Core Domain 3: Communication	
Communication and Language Development	
Standard 3.1 Receptive Communication: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.	
3 years Understands and participates in conversations, beginning to learn from interactions with others. Maintains simple back-and-forth exchanges with peers or adults (e.g., responding to “Hi” with “Hi”). Shows understanding by following simple directions during play (“Get your shoes”).	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.
4 years	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately.

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Uses and responds to “how,” “why,” and “when” questions appropriately, showing deeper understanding. Answers questions about familiar events with short sentences (“Why are you sad?” → “Because I fell”). Asks simple “how” or “why” questions during play or learning (“Why is it raining?”).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
5 years Understands and uses an expanding vocabulary, responds appropriately to complex questions, and follows directions that include two or more steps. Communicates clearly using descriptive and action words in conversations and play; speaks in complete sentences with connecting words (e.g., and, because, so); and responds to “how” and “why” questions with relevant explanations. Follows two- to three-step directions with minimal reminders, answers multi-part questions appropriately, and shows growing independence in understanding and carrying out increasingly complex instructions. Engages in conversations with peers and adults by restating questions and expressing ideas clearly.	**LLD 1a Listening: Understands and interprets language** LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. **LLD 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Standard 3.2 Expressive Communication: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	
3 years Engages in short back-and-forth conversations with peers and familiar adults, using simple sentences and responding to questions or comments.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills**

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With increasing independence, initiates simple exchanges (“Want to play?” “Look at my toy”). Takes turns speaking during brief back-and-forth conversations.	LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
4 years Uses complete sentences and descriptive language to share ideas, ask questions, and provide details during conversations and storytelling. Incorporates newly learned vocabulary into play and conversations. Uses complete sentences of five to eight words (e.g., “I built a tall tower with blocks.”).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.5 Communicates in simple, complete sentences. **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.
5 years Uses different types of language depending on the situation, such as speaking quietly in the library, using polite words with adults, or using a louder voice when playing outside. Takes turn in group conversations, stays on topic, speaks clearly, and begins to use more precise vocabulary while self-correcting pronunciation or word choice. Communicates effectively by adjusting voice and tone to match the setting and situation (e.g., speaking quietly in the library or excitedly	**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 2b Communication: Uses conversational skills**

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sharing a story), and participates in conversations by waiting for a turn, responding to others, and speaking clearly enough to be understood. Attempts new vocabulary, including words from cultural stories or traditions, and expresses ideas using words, gestures, visuals, or assistive tools as needed. Demonstrates growing confidence in sharing personal experiences and understanding others in both group and one-on-one settings.	LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation. **LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Standard 3.3 Social Communication: Children develop skills that help them interact and communicate with others in effective ways.	
3 years, 4 years, 5 years *No examples are provided at this age range in the MELS.*	—
Standard 3.4 English Language Learners: Children develop competency in their home language while becoming proficient in English.	
3 years Begins to use and understand English while continuing to grow in their home language. Begin to show initial signs of understanding of English by responding to familiar words and phrases during routines or play, often using gestures or actions. Starts to utilize a mix of gestures, home language, and some English words to express needs and wants. Shows interest in English through songs, stories, and conversations, while continuing to rely primarily on and develop their home language.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions.

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Exposure to English and comfort using it may vary depending on the setting and individual experiences.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
4 years Uses more English to express themselves while continuing to grow in their home language. Begins to use simple English words and short phrases to participate in play, routines, and conversations, while continuing to grow in their home language. They begin to respond to questions in English with short answers or gestures and may code-switch between languages to express themselves more clearly. English use may increase with exposure and familiarity, though they may still rely on their home language to express more complex thoughts. Confidence using English can vary across situations and with different communication partners.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. SLA 1a.3 Speech Emergence: Uses target language to actively participate, working around any language barriers. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language**

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	SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
5 years Confidently uses English in many situations while continuing to understand and use their home language. Demonstrates ability to speak in full English sentences to express ideas, ask questions, and share stories, especially in familiar settings. May follow multi-step directions in English and engage in back-and-forth conversations with peers and adults, using English primarily. While confidence in using English varies depending on exposure and context, may continue to grow in their home language and may use it with peers, family members, or in other meaningful situations. Demonstrates an emerging multilingualism and flexibility in using both languages across various settings.	**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 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.3 Speech Emergence: Uses target language to actively participate, working around any language barriers. SLA 1a.4 Intermediate Fluency: Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.3 Speech Emergence: Responds to simple stories and short discussions in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.3 Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
Literacy	

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Standard 3.5 Early Reading and Book Appreciation: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
3 years Demonstrates engagement with books by holding them correctly, turning pages, pretending to read, recognizing favorite stories, and noticing words, letters, and signs in everyday life. Holds a book upright and turns pages front to back. Pretends to read by narrating from pictures or memory. Requests favorite stories repeatedly. Points to or comments on familiar letters, logos, or signs in the environment (“That says stop”).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. **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.
4 years Demonstrates understanding how books work by talking about favorite stories, asking and answering questions, pretending to read with expression, and retelling stories in order. Names characters, settings, or events from familiar stories. Asks or answers simple questions about what happened in the story. Pretends to read aloud with tone and expression (“Once upon a time …”). Retells a story with beginning, middle, and end using pictures or memory.	**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 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 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.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.

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5 years Demonstrates understanding of how print works by using books for different purposes, pointing to words while reading, and discussing story events, problems, and details with increasing comprehension. Actively engages in conversations about a variety of shared reading materials. Engages with books for a variety of purposes—such as learning, enjoyment, or storytelling—by choosing texts independently, pointing to words while "reading," and beginning to match spoken words to print. Identifies key story elements like main events, problems, and solutions, and makes simple inferences or personal connections (e.g., "He was sad because he lost his toy" or "My grandma tells stories too"). Participates in group discussions about shared texts by asking and answering questions, making predictions, and relating stories to personal or cultural experiences, including those reflected in culturally relevant texts like Native American stories.	**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 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.
Standard 3.6 Print Development: Children develop interest and skills in using symbols as a meaningful form of communication.	
3 years Uses drawings, scribbles, and mock letters to share their ideas and messages. Makes marks, scribbles, or letter-like shapes on paper and explains what they represent ("This says mommy"). Combines drawings with random lines or shapes to share meaning.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. **LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
4 years	**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.

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Begins to write their name and use drawings, dictation, and early spelling to share ideas, using letters to represent sounds and creating simple stories with a clear beginning, middle, and end. Draws pictures and adds letter strings or letter-like marks to represent words. Tells an adult what to write (dictation) to accompany their drawings. Begins to connect letters with sounds in familiar words (e.g., writes “M” for mom).	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. **LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
5 years Begins to write their name and use drawings, dictation, and early spelling to share ideas, using letters to represent sounds and creating simple stories with a clear beginning, middle, and end. Expresses ideas through a combination of drawings, early writing, and inventive spelling (e.g., “KT” for cat), showing an understanding that spoken words can be written down. Creates short, meaningful written messages such as labels, notes, or story captions, and uses beginning and ending sounds to spell words. Writes familiar words like names or high-frequency words, and tells or writes simple stories with a clear beginning, middle, and end, often supported by pictures and labels.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion. **LLD 7a Writing: Emergent writing** LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.
Standard 3.7 Print Concepts: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
3 years Recognizes and names a few letters, especially those in their name. Identifies a few letter sounds. Points to and names some letters in their first name. Recognizes familiar letters in the environment (e.g., “S” on a stop sign).	**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.

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4 years Recognizes and names up to 10 letters, especially those in their name. Produces sounds of 10-20 letters. Identifies and names letters in different contexts (books, puzzles, signs). Begins to connect letter names to words that start with the same sound (“B is for ball”).	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
5 years Recognizes all uppercase and lowercase letters, produces more than 20 letter sounds, identifies spaces and punctuation, and follows print from left to right during reading and writing activities. Demonstrates growing alphabet knowledge by accurately identifying and naming all uppercase and lowercase letters, matching letters to their corresponding sounds (e.g., “D is for dog”, “/d/”), and using this knowledge during reading and writing activities. Recognizes that print is read from left to right and top to bottom, identifies spaces between words, and begins to notice basic punctuation marks, such as periods, question marks, and exclamation points. Points to letters in words, labels drawings, and engages with print in meaningful ways during shared reading and writing experiences.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Standard 3.8 Phonological Awareness: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.	
3 years Begins to hear and create rhyming words and notice that sentences are made up of separate words.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.

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Repeats or invents simple rhymes, sometimes with nonsense words. Shows awareness that spoken sentences have more than one word (e.g., pauses between words when repeating).	**LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language.
4 years Determines if words rhyme, hears parts of words (syllables), and begins to understand that letters in a certain order make up spoken words. Answers whether two words rhyme ("Do cat and hat rhyme?"). Begins to isolate first sounds in simple words ("/b/ is at the start of ball").	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. **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.
5 years Begins to rhyme, blend sounds, and decode simple words by using letter-sound knowledge. Identifies beginning, middle, and ending sounds in CVC words, reads familiar words in patterned texts, and uses phonetic spelling and high-frequency words to express ideas in writing. Demonstrates early reading and writing skills by producing rhyming word groups independently (e.g., "cat, hat, sat"), blending sounds to form words (e.g., /c/ + 'at' = cat), and identifying beginning, middle, and ending sounds in CVC words. Matches letters to common sounds, blends sounds to read familiar CVC and high-frequency words, and tracks print from left to right while reading patterned texts. In writing, uses letters to represent sounds, applies inventive spelling for CVC words (e.g., "kat" for cat), writes familiar high-frequency words with support, and labels drawings or writes short phrases to express ideas.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.5 Produces rhyming words when given a word. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. **LLD 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.

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Core Domain 4: Cognition	
Approaches to Learning	
Standard 4.1 Curiosity: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
3 years Show interest in and curiosity about objects, materials, or events. Shows curiosity by moving closer and watching or touching new things (e.g., looking closely at bubbles, feeling a new texture, or listening to a new sound).	**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.
4 years Demonstrates eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks. May take something apart to see what makes it work. May start to gather objects to complete activities or tasks.	**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.
5 years Asks increasingly complex questions about the world and explores new activities with curiosity and enthusiasm. Shows curiosity about the world by asking “what,” “where,” “how,” and “why” questions during play and learning (e.g., “Why is the moon round?”). Explores new materials and experiences with or without encouragement, shares observations about their environment (e.g., ‘It’s raining!’), and makes connections to stories or experiences—especially when engaging with nature or ancestral materials like animal tracks or Native plants. With support as needed,	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.

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communicates their observations using words, gestures, or visual supports.	
Standard 4.2 Initiative and Self-Direction: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
3 years Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities. Begins to demonstrate flexibility and imagination by using familiar toys or materials in new and creative ways (e.g., they might use a block as a phone, turn a box into a car, or use a spoon as a paintbrush during play).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.6 Revisits a familiar task or activity with a different approach. **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.
4 years Begins to take risks and try new ways of doing things. Is able to try a different way of doing ordinary things or take on a challenge, such as piling up pillows and climbing on top or carrying a plate of sandwiches to the table. Is willing to participate in new activities or experiences even if they are perceived as challenging.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1c.6 Revisits a familiar task or activity with a different approach.
5 years Begins to make plans and decisions to explore how things work, showing increasing independence in choosing how to investigate and solve problems. Begins to make plans and decisions to explore how things work by asking questions (e.g., “What will happen if I …?”) and predicting outcomes before testing ideas. Suggests multiple ways to solve simple problems, imagine future solutions (e.g., “Next time we can	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1c.7 Revisits and plans a familiar task and describes ways to improve results. **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.

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…"), and engage in multi-step tasks like puzzles or building. Represents their thinking through drawings, talk, or pretend play, and explores abstract ideas, such as cause and effect through hands-on experimentation.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Standard 4.3 Persistence and Attentiveness: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
3 years Develop skills through repeated practice. Practices new self-help routines until more independent (e.g., puts on shoes, zips a coat, washes hands with less support). Insists on "doing it again" during play or learning tasks, showing persistence in practice.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
4 years Persists in meeting a challenge, despite distractions or frustrations. Is able to manipulate pieces until a puzzle is completed or show determination in learning to zip a zipper. Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently. **ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
5 years Stays focused on tasks for increasing periods, even with distractions or interruptions, and returns to complete activities, showing growing persistence and attention span. Listens and watches attentively during group activities like story time or games, sustaining focus on adult-directed tasks for 10–15 minutes or more. Returns to activities after brief interruptions, remains mostly	**ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently. **ATL 1a Attention & Persistence: Attends** ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.

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unaffected by typical learning environment distractions, and completes simple, engaging tasks with a clear beginning, middle, and end.	
Standard 4.4 Reflection and Interpretation: Children develop skills in thinking about their learning in order to inform future decisions.	
3 years Begins to adjust actions or try new ways to do things based on what they have learned from past experiences. Demonstrates an initial ability to tell a story of something that they experienced. Accurately recounts recent experiences in the correct order and includes relevant details.	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **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.
4 years Relates an experience from the past to guide present behavior. Begins to expect to wash hands before eating. Successfully follows detailed, multi-step directions, sometimes with reminders.	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
5 years Uses everyday experiences to solve problems in steps, explains what might happen next, and understands how their actions can change things around them. Expresses thoughts and feelings through art, body language, or symbolic play (e.g., using a paper plate as a steering wheel). Confidently explores new tools and materials, attempts multiple strategies to solve problems like puzzles or building tasks, and persists even when initial efforts are unsuccessful. Communicates	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently. **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.

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their thinking using gestures, drawings, or simple words to explain what they tried or created.	
Reasoning and Representational Thought	
Standard 4.5 Reasoning and Representational Thought: Children develop skills in causation, critical and analytical thinking, problem-solving and representational thought.	
3 years Tries several methods to solve a problem before asking for assistance. Begins to use language to describe what happened after acting on an object. May describe that a caterpillar turns into a butterfly after observing the process. Says simple explanations, such as “It fall down” and “Push make it go.”	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
4 years Experiment with cause and effect by changing variables. Begins predicting outcomes of actions, not just describing results. May try out different behaviors to explore the actions of objects and the reactions of people. Says things like, “If I push harder, it will go faster.” Tests ideas in play, like building a longer ramp to make a car roll farther.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome.
5 years Uses everyday experiences to recognize patterns, make predictions, and apply strategies to new situations. Explains how actions affect objects and demonstrates flexible, multi-step problem-solving with increasing independence.	**SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Observes, categorizes, and explains their thinking using reasoning and causal language (e.g., “If I don’t water the plant, it will die.”). Sorts objects by attributes like shape, size, or color, recognizes and creates simple patterns, and makes predictions based on past experiences. When exploring nature or stories, identifies patterns and makes connections. Shares ideas and solutions using words, gestures, or supports, and may plan ahead when solving problems (e.g., “I’ll put the big block on the bottom so it won’t fall.”).	SCI 1a.7 Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.
Creative Arts	
Standard 4.6 Creative Movement and Dance: Children produce rhythmic movements spontaneously and in imitation, with growing technical artistic ability.	
3 years Explores different ways of moving, both with and without music, and participates in dance activities alone or with a partner. Moves in different ways— such as jumping, spinning, or swaying—with or without music, and joins in simple dance activities alone or with a friend. Shows joy and creativity while exploring movement.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction.
4 years Moves with balance and coordination by adjusting to changes in music and begins to improvise dance that starts and stops on cue. Moves with balance and coordination by adjusting movements to match changes in music. Begins to create simple dance moves that start and stop with the beat, showing growing body control and rhythm awareness.	**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.4 Demonstrates multiple ways to move body parts. Moves to the beat.
5 years	**CA 2a Dance & Movement: Expresses through dance**

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Participates in guided movement activities and explores self-directed movement sequences using more complex gestures and rhythms, responding to suggestions and improvising new ways to move. Explores and expresses ideas through creative movement by joining guided activities, trying new ways to move (e.g., changing speed, direction, or shape), and imitating or creating simple rhythmic patterns. Uses body control and imagination to act out animals, weather, or stories, and may use gestures, visuals, or adaptive tools to participate with support as needed.	CA 2a.6 Expresses ideas, feelings and stories through creative movement. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.5 Follows a leader to perform a simple movement pattern. CA 2b.8 Creates simple movement sequences.
Standard 4.7 Drama: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
3 years Engages in simple pretend play, such as cooking dinner or feeding a baby doll, beginning to use objects as symbols with occasional prompting. With prompting, uses a variety of materials to create simple props, puppets, or costume pieces for dramatic play and guided drama experiences.	**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.4 Uses an object as a replacement for a realistic prop or real object.
4 years With prompting and support, expresses original ideas and roles in dramatic play or guided drama experiences, using props and actions to explore familiar scenarios. May recall elements of a story or situation, use different voices to portray various characters, and use props in an imaginative way to identify place/setting as they act out a story or theme.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

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5 years Engages in pretend play by imitating characters and real-life roles, and with guidance, expresses emotions and social understanding through dramatic or imaginative play. Engages in rich, collaborative dramatic play by developing themes or plots, assuming and switching roles, using props, and directing or responding to peers. Acts out everyday roles (e.g., parent, educator, firefighter); uses voice, facial expressions, and gestures to portray familiar characters; and invents simple pretend scenarios that support shared storytelling with others.	**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. **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.
Standard 4.8 Music: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.	
3 years Creates and shares original musical ideas by combining rhythm, movement, and sound. Claps and moves to the beat, repeats and builds on patterns, and uses music to express feelings or tell stories during pretend play or group activities. Sings, claps, or moves to music to show feeling and ideas, like stomping like a dinosaur during pretend play, clapping along to a song's beat, or swaying slowly to calm music.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.
4 years Experiments with musical sounds and words by singing, chanting, or tapping rhythms. Begins to explore pitch, tempo, and patterns to express ideas through. Creates expressive musical patterns using voice, instruments, or movement to show ideas or emotions (e.g., repeating a fast rhythm to	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns.

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show excitement or using words to rhyme or make up words to familiar tunes.	**CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
5 years Participates in singing, dancing, and rhythm activities by imitating and creating rhythmic patterns, exploring musical instruments, and engaging with familiar songs through movement and sound. Participates in musical activities by joining in group singing, moving their body to the beat, and exploring rhythm through clapping, stomping, and using classroom instruments. May imitate simple rhythmic patterns and engage with music expressively, even if their pitch or timing is approximate.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Standard 4.9 Visual Arts: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	
3 years Explores a variety of art materials, begins to use different media with growing skill, and shows curiosity by asking simple questions about their own and others' artwork. When presented with art materials, may use the materials to explore cause and effect, such as mixing paint colors or using the tip of the marker to stamp dots all over the page.	**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. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.
4 years	**CA 3b Visual Arts: Develops visual art techniques**

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Uses colors, shapes, and textures to create meaningful artwork, expresses basic feelings and ideas through art, and begins to notice and discuss similarities and differences in visual works. Chooses colors and shapes intentionally to represent people, objects, or feelings (e.g., draws a red circle to show the sun, uses scribbles to show “fast”). Represents real or imagined objects with emerging accuracy but still symbolic (e.g., stick figures, houses, animals).	CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.
5 years Uses art tools with increasing control and purpose to express ideas, emotions, and stories; explores colors, textures, and shapes through drawings and collages; and begins to create and appreciate artwork that reflects diverse cultures and ways of life. Creates drawings, paintings, and models using a variety of materials, colors, shapes, and textures to represent people, objects, or scenes (e.g., making a clay pizza or drawing a house) and begins to reflect on their work (e.g., “Next time I’ll make the tree bigger”). Explores primary colors, basic shapes, and textures through stamping, rubbing, layering, and simple design-making.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3a.7 Creates art to express ideas, thoughts and feelings.
Mathematics and Numeracy	
Standard 4.10 Number Sense and Operations: Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences.	
3 years Begins to build number sense by counting up to 10 and using one-to-one correspondence with small groups of up to 5 objects. Starts to understand basic quantities like “one,” “two,” and “more,” and recognize some numerals up to 5.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.

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May count objects accurately up to 10 during everyday activities, such as counting cars or steps, and uses one-to-one correspondence with up to 5 objects. Begins to understand and use basic quantity words like “one,” “two,” and “more” in sentences (e.g., “I want one cookie.” or “I want more than two.”). Recognizes and names numerals up to 5 in the environment, such as on signs or in the classroom (e.g., “That’s a 5.”).	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
4 years Counts verbally up to 20 and matches numbers to quantities with one-to-one correspondence for groups up to 20. Can quickly recognize small sets of up to 5 items without counting and is able to identify and connect numerals to the objects they count. May count verbally up to 20 during activities like jumping jacks or counting objects. Matches numbers to quantities using one-to-one correspondence with sets up to 20 (e.g., touches or points to each dot when counting 6 to 10 items). Instantly recognizes small sets of objects up to 5 without counting. Begins to identify and connect numerals to counted objects up to 10 (e.g., when shown the numeral 9, places 9 candles on a cake).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. **M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty. **M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 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.
5 years Counts with one-to-one correspondence to 20 and beyond, understands that the last number said represents the total, creates and compares sets using terms like more, less, or equal, recognizes and writes numerals 0–20, and begins to connect numerals to quantities up to 10.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. **M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty.

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Counts aloud to 20 with one-to-one correspondence, accurately counting sets of objects and understanding that the last number said represents the total. Matches numerals to groups of objects (up to 20), recognizes and write numerals 0–20, and compares quantities using terms like “more,” “less,” or “equal.” Identifies which of two numbers is greater and may count by ones to 100. Uses number knowledge to solve simple problems and explain their thinking.	**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. **M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal. **M 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.
Standard 4.11 Measurement: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
3 years Sorts, organizes, compares object with minimal assistance. Uses appropriate terms/language to describe measurable attributes. Begins to use basic words to compare objects, like big/ little or heavy/light. Starts to notice the order of familiar daily events, saying things like “Playtime comes after snack.” Can sort objects by one thing, such as color or shape. With help, can make simple guesses about size or amount and explore measuring using everyday items like their hands or blocks, though not always accurately.	**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 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
4 years Recognizes time as a sequence of events that relates to the routines of daily life. Begins to estimate and measure objects. Organizes objects without assistance.	**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.

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Uses more specific words to compare objects, such as taller, shorter, or heavier. Describes daily routines using words like “first,” “next,” and “then.” Sorts and organizes objects by two or more things, such as size and color. Begins making simple, reasonable guesses about size or quantity, like “I think it will take five scoops to fill this.” Starts measuring length by lining up items, like cubes, to see how long something is.	M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature. **M 4b Measurement: Compares and orders** M 4b.6 Orders objects by one feature, then reorders using a different feature. Orders events in time.
5 years Uses appropriate language to describe size and shape. Estimates and measures length using units and compares objects by length, weight, and capacity using terms like “longer,” “shorter,” “heavier,” and “lighter.” Uses comparative language (e.g., “bigger/smaller,” “heavier/lighter,” “more/less”) to describe and compare objects by size, weight, length, or capacity. Measures using nonstandard tools like blocks or hands and may record or talk about their findings. Sorts and groups objects based on observable traits and explains their reasoning. Predicts what comes next in familiar routines and uses what they know to make guesses and check their ideas.	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. M 4a.6 Makes logical estimates and uses measurement tools to check estimation. **M 6 Classification: Sorts and graphs** M 6.5 Sorts objects by more than one feature and explains why.
Standard 4.12 Data Analysis: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
3 years Sort, organize, compare object with minimal assistance. Uses appropriate terms/language to describe measurable attributes.	**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.

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Independently collects and groups objects based on a single attribute, such as color, size, or shape, and uses simple descriptive language (e.g., “These are all red,” “These blocks are big”).	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
4 years Recognize time as a sequence of events that relates to the routines of daily life. Begins to estimate and measure objects. Organize objects without assistance. With increasing independence, recognizes and describes daily routines as a sequence of events; begins to estimate and measure objects; and independently collects and groups objects based on two or more characteristics, such as color, size, or shape (e.g., groups all the small, red triangles together, sorts buttons by size and number of holes, or organizes toys by color and texture).	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature.
5 years Uses appropriate language to describe attributes and characteristics, such as size and shape. Estimates measurement characteristics of familiar objects or events. Measures length by laying units end to end. Describes how objects are grouped using multiple characteristics and explains reasoning, while estimating or measuring objects (e.g., “I put all the small, red rectangles together because they are the same size and color,” or “This block is as long as two hands”).	**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.6 Makes logical estimates and uses measurement tools to check estimation. **M 6 Classification: Sorts and graphs** M 6.5 Sorts objects by more than one feature and explains why.
Standard 4.13 Algebraic Thinking: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
3 years Reproduces simple patterns of sound and movement.	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.

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Recognizes, copies, and begins to extend simple repeating patterns using colors, shapes, sounds, or movements (e.g., strings beads in a red-blue-red-blue pattern and adds the next color, continues a clap-stomp pattern, or arranges blocks in a repeated size or color sequence).	
4 years Reproduces simple patterns of concrete objects. Identifies and predicts what comes next in simple repeating patterns seen in the environment or created by others (e.g., sees a green, purple, green, purple pattern and says what color comes next, or listens to and repeats an adult's clap, stomp, clap, stomp rhythm).	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.
5 years Creates more complex patterns using sound, movement, and objects, and begins to understand basic addition and subtraction through the use of concrete materials and drawings. Creates and describes repeating patterns using objects, drawings, or movement, and explains the pattern rule (e.g., "red, blue, red, blue"). Represents and solves simple addition and subtraction problems using fingers, drawings, or manipulatives, and may match story problems to number sentences (e.g., 3 + 2 = 5). With support, begins writing equations, identifies missing numbers, and explains their thinking using words, models, or visuals.	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns. M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB.
Standard 4.14 Geometry and Spatial Reasoning: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	

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3 years Follows simple directions related to proximity. Identifies a few basic shapes. Follows directions when positional and proximity words are used (e.g., in, on, beside, between). May point to, name, or describe common shapes, such as circle, triangle, rectangle, square.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.
4 years Uses and responds appropriately to positional words with support Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation. Begins to use words such as “behind,” “backward,” “forward” with support. May point to, name, or describe common shapes, such as circle, triangle, rectangle, square, rhombus, or oval, regardless of orientation or size.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.
5 years Uses and responds to positional words, and begins to identify, compare, and sort two- and three-dimensional shapes by attributes such as size, shape, and other characteristics, describing their similarities and differences. Uses spatial language (e.g., behind, forward, backward) and identifies common 2D and 3D shapes by their attributes. Describes shapes using informal terms like sides, corners, curves, or faces, and may sort or compare shapes by size or number of sides. Begins to recognize shapes in everyday objects (e.g., “That ball is a sphere” or “The sign is a triangle”) and may use touch or observation to explain their reasoning.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.
Science	

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Standard 4.15 Scientific Thinking and Use of the Scientific Method: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
3 years Observes and asks simple questions about objects and events in their environment. Explores materials using senses and simple tools. Shows curiosity by asking simple questions and making observations about the world around them (e.g., asks “What kind is that?” when seeing a bird, says “Why is the sky pink?” at sunset, watches water drip and says, “It’s going fast!”, notices a toy is missing and asks where it went, or points out a bug and says, “What’s it doing?”).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
4 years Asks questions and investigates objects, materials, and events. Uses tools to gather information and make simple predictions. Engages in hands-on exploration using their senses to investigate how things work, showing curiosity by asking questions, testing ideas, and trying different ways to explore (e.g., asks “What will happen if …?”, pokes or mixes materials, suggests ideas like “Let’s see if this floats,” or revisits a question to test it again).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
5 years Engages in hands-on scientific exploration by making observations, asking simple questions, using tools to collect information, and beginning to compare and contrast findings.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Gathers information through observation and hands-on exploration, using tools like magnifiers, droppers, or ramps to investigate. Asks questions such as “what,” “why,” or “how,” and notice changes over time— like a plant growing, ice melting, or how objects move. Uses their senses to make detailed observations, test ideas, and share findings through drawings, comparisons, or simple explanations.	SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Standard 4.16 Life Science: Children develop understanding of and compassion for living things.	
3 years Identifies and explores characteristics of living things (plants, animals, and humans) and their basic needs. May pretend to care for a doll or animal. Example Says, “Dogs need food and water just like me.” Points to a plant and says, “It needs sun to grow.” Waters a class plant and says, “I’m helping it stay alive.” Sorts pictures into “living” and “non-living” categories and explains why.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.
4 years Recognizes differences between living and non-living things, identifies simple life cycles, and discusses habitats. May classify things by habitat using found objects, toys or illustrations. Example: Says, “That rock doesn’t move or grow, it’s not alive.” Points to pictures of a butterfly life cycle and says, “First it’s a caterpillar, then a chrysalis, then a butterfly.” Describes a desert habitat: “Snakes live where it’s hot and sandy.” Matches animals to their homes (e.g., bird to nest, fish to water).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.
5 years	**SCI 2a Natural & Earth Science: Understands living and nonliving things**

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Explores how living things grow and change, identifies their basic needs, recognizes differences between living and non-living things, and begins to understand how living things relate to and depend on their environments. Observes and describes how living things grow, change, and interact with their environment. Notices and talk about changes over time—such as plants sprouting, animals growing, or trees losing leaves—and may draw or describe these changes. Identifies basic needs of living things (like water, food, and shelter), recognizes simple life cycles (e.g., seed to plant, egg to butterfly), and sorts plants or animals by visible traits like fur, feathers, or leaves. Also understands that young animals and plants resemble their parents but are not exactly the same.	SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.
Standard 4.17 Physical Science: Children develop an understanding of the physical world (the nature and properties of energy, nonliving matter, and the forces that give order to nature).	
3 years Explores the properties of objects and observes simple changes. May identify, sort or describe objects based on texture, weight, or other physical properties (e.g., “This rock is heavy, but the leaf is light”). Touches objects and describes them as “smooth,” “rough,” “soft,” or “hard.” Places various items in water and notes, “The coin sinks, but the feather floats.” Observes an ice cube melting and comments, “It’s turning into water.”	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
4 years Investigates how objects move, explores concepts like force (push and pull), and notices changes in materials (solid to liquid).	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.5 Manipulates matter and observes any physical changes that may occur.

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May explore and describe how things move and change (e.g., pushes a toy car and observes, “It goes faster when I push harder”). Pulls a wagon and notes the effort needed to move it. Rolls balls of different sizes and compares how far they travel. Mixes cornstarch and water, commenting on the change in texture. Observes butter melting on warm toast and says, “It’s melting into a liquid.”	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.
5 years Explores how objects move and change, identifies properties like color, shape, and texture, and begins to understand cause and effect through observation and experimentation. Observes and explores how things move, change, and react, using simple predictions, observations, and descriptive language. May guess what will happen, watch what does happen, and talk about what they notice. Describes objects using words like “color,” “size,” “shape,” and “texture.” Sorts items by physical properties, and explains how things are alike or different. Through hands-on exploration— like rolling balls, mixing substances, or building with blocks—begins to understand cause and effect and share their thinking with others.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces.
Standard 4.18 Earth and Space: Children develop an understanding of the earth and planets.	
3 years Notices weather changes and basic environmental features. Begins to observe and point out objects in the sky, daily weather (e.g., says, “It’s raining—we need our umbrellas!”). Points to the sky and says, “Look, there are clouds today.” Notices wind by observing leaves moving and comments, “The wind is blowing the trees.” Identifies sunny or cloudy conditions during outdoor play. Observes puddles forming after rain and remarks, “The ground is wet now.”	**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.

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4 years Identifies simple weather patterns and natural features (mountains, rivers, trees) and discusses how they affect people. May identify and discuss the world around them and how it impacts them (e.g., says, “It’s always hot in summer and cold in winter.”). Identifies mountains in pictures and says, “People climb those.” Recognizes rivers and comments, “Fish live in the water.” Discusses how trees provide shade on sunny days. Notices that rain makes the ground muddy and says, “We can’t play soccer when it’s muddy.”	**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.
5 years Observes weather patterns and seasonal changes, recognizes differences between day and night, and begins to understand how people and animals adapt to their environments. Demonstrates early understanding of design and function by planning, building, and explaining how their constructions work—such as building a bridge for a toy car, testing materials for strength, or modifying designs based on results. Selects from available tools and materials (e.g., blocks, tape, scissors) to build or fix something, construct simple structures like towers or bridges using everyday items, and experiment with ways to make them stand, balance, or function as intended. Often collaborates with peers to solve building challenges and explains the purpose of their creations, showing persistence and flexibility as they test ideas and make changes.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.5 Identifies current season and explains how weather affects personal life.
Standard 4.19 Engineering: Children develop an understanding of the processes that assist people in designing and building.	
3 years Builds structures using blocks and materials. Explores simple tools.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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With increasing independence, explores and uses a variety of materials and tools to build, create, and discover how things fit and work together (e.g., stacks blocks to make towers, uses boxes or tubes to build, arranges objects to form bridges or enclosures, or uses simple tools like child-safe hammers during play).	
4 years Experiments with ways to make structures stronger or taller. Begins problem-solving with tools and materials. With emerging understanding, uses simple problem-solving and hands-on exploration to figure out how things work and to improve constructions (e.g., adds wider bases to block towers for stability, uses tape or glue to connect materials, selects specific tools to achieve a goal, adjusts designs for better balance, or begins to talk about why some building methods work better than others).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
5 years Engages in simple design and engineering processes by using tools and materials to solve problems and build structures, demonstrating creativity and persistence in creating solutions. Demonstrates early understanding of design and function by planning, building, and explaining how their constructions work—such as building a bridge for a toy car, testing materials for strength, or modifying designs based on results. Selects from available tools and materials (e.g., blocks, tape, scissors) to build or fix something, constructs simple structures like towers or bridges using everyday items, and experiments with ways to make them stand, balance, or function as intended. Often collaborates with peers to solve building challenges and explains the purpose of their creations, showing persistence and flexibility as they test ideas and make changes.	**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. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently.
Social Studies	

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Standard 4.20 Time (History): Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	
3 years Begins to recognize and follow daily routines, use simple time-related words like “today” and “later,” and talk about recent events from their own experiences. Begins to understand the order of daily events, using time-related cues like “after” or “next” (e.g., “After story, we go outside” or “We eat lunch after play”). Talks about recent experiences, mentioning familiar people, places, or events from the recent past (e.g., “Grandma came yesterday”).	**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.
4 years Identifies parts of the day; uses time-related words like yesterday, today, and tomorrow; recalls past experiences; talks about upcoming events; and begins to notice and discuss family routines and traditions. Uses simple time-related language to connect events and routines, such as saying, “We eat breakfast in the morning” or “We go to school tomorrow.” Begins to describe personal experiences with some detail and sequence, using words like “and then” or “after that.” Also talks about what will happen next (e.g., “We’re going to the store later”) and shares familiar family routines, like reading before bed.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events. **SS 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.
5 years Describes events in order and begins to understand the concepts of past, present, and future. Explores personal and community history by	**SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.

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recognizing family traditions, historical figures, and comparing past and present experiences. Retells recent personal or classroom events with a clear beginning, middle, and end, and uses time-related language to describe past and future experiences (e.g., “We went to the park yesterday … we will go to school tomorrow”). Shares personal history through words, drawings, or simple timelines (e.g., “When I was a baby, I crawled; now I can run”), and talks about how they have grown or changed. Identifies meaningful personal events or family traditions, such as birthdays or holidays, and notices similarities and differences when peers describe their own traditions. Also begins to recognize a few well-known historical figures, like George Washington or Martin Luther King Jr., and connect them to simple facts about their contributions.	**SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.8 Names influential people or events that have impacted familiar cultures and traditions.
Standard 4.21 Places, Regions and Spatial Awareness (Geography): Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
3 years Identifies common places (home, school, park) and shows awareness of immediate surroundings. Begins to point to or name familiar places in conversation or pictures (“That’s my school”). May recognize when they arrive at or leave a familiar location.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.
4 years Begins to recognize maps and simple representations of familiar places and notices changes in the environment.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **SS 3b Geography: Interacts with maps** SS 3b.4 Recognizes symbols or landmarks.

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Starts to locate familiar places on a simple map or diagram with support (e.g., “That’s our playground”). Increasingly comments on changes in the environment (“The leaves fell off the tree,” “The blocks are in a different spot”).	
5 years Identifies basic geographic features such as rivers and mountains, recognizes familiar locations like home, school, and neighborhood, and begins to understand that maps are representations of real places. Begins to recognize and name natural features, such as rivers, lakes, mountains, or hills, in books, pictures, or their surroundings. Understands that maps and globes “show where things are,” and can name or point to familiar places like home, school, or the park. Draws simple maps of known spaces—such as a classroom or playground—using basic symbols or pictures to represent places, and use positional words like “near,” “behind,” or “next to” to describe locations.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.7 Identifies and describes various types of landforms and natural resources. **SS 3b Geography: Interacts with maps** SS 3b.5 Identifies what is represented on a map and draws pictures of current location. **M 2b Spatial Awareness: Determines object location** M 2b.6 Makes simple maps or models to represent the location of objects.
Standard 4.22 The Physical World (Ecology): Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
3 years Notices and explores nature, plants, and animals. Points to or comments on animals, plants, rocks, or weather when outdoors. Asks simple questions about animals or plants (“What’s that bug?”).	**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 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.

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4 years Understands that people can help take care of nature (recycling, planting trees). States simple ways people can help nature (“We pick up trash”). Shows care for living things (e.g., gently handling classroom pets or plants).	**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 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.
5 years Learns about conservation, how human actions affect the environment, and simple ways to protect nature. Explains in simple terms how actions affect nature (“If we throw trash, animals can get hurt”). Suggests ways to protect the environment (turning off lights, saving water, recycling).	**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.
Standard 4.23 Technology: Children become aware of technological tools and explore and learn the ways to use these resources in a developmentally appropriate manner.	
3 years Explores and uses simple tools and materials during play, including beginning use of basic technology (e.g., selects a digital story or uses a drawing app with support). Is able to draw a picture using a computer touch screen or talk to a family member using a phone.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
4 years Uses simple technology tools to complete tasks or explore ideas with growing purpose.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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Selects and uses tools or devices (such as blocks, pencils, or a tablet) to complete a task or solve a problem, showing a growing understanding that technology (tool) helps make tasks easier.	SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
5 years Begins to understand how technology helps people by exploring simple digital tools to create and complete tasks, recognizes the importance of keeping personal information private, and identifies ways technology can make tasks easier. Begins to understand and explain simple purposes of technology (e.g., “The phone lets us talk to Grandma”), and with support, explore and use basic tools like tablets, calculators, or digital cameras. Creates simple digital products such as drawings, photos, or voice recordings, and chooses appropriate tools with guidance to complete tasks. Also begins to understand digital safety by learning that personal information—like their name or address—should not be shared with strangers.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. SCI 4.8 Identifies which tools can best help save time, solve a problem or increase enjoyment.

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Developmental Continuum of Skills

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

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

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

Mathematics

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

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

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

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