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Alignment of the

Experience Developmental Continuum of Skills

with

Nevada Infant & Toddler Early Learning Guidelines

&

Nevada Pre-Kindergarten Standards

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The Experience Developmental Continuum of Skills

This document details the alignment of the **Nevada Infant & Toddler Early Learning Guidelines & Nevada Pre-Kindergarten 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.






Nevada Infant & Toddler Early Learning Guidelines
&
Nevada Pre-Kindergarten Standards

Infant & Toddler

Pre-K

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Nevada Infant and Toddler Early Learning Guidelines (2011)	Experience Early Learning Developmental Continuum
Social & Emotional Development	
Developing a Sense of Self and Others	
Expresses feelings	
Birth to Four Months *Expresses feelings* Use facial expressions to let people know how they feel, such as smiling or grimacing Use their body to show interest, such as wiggling or moving arms and legs Use vocalizations to express both positive and negative emotion, such as cooing or crying	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Five to Eight Months *Expresses feelings* Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Nine to Twelve Months *Expresses and identifies feelings* Show happiness or distress in a variety of ways	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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Respond to other children or adults when they show emotions Look to caregivers for their emotional reactions before responding to a new person or object	**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.
Thirteen to Eighteen Months *Expresses feelings and develops self-recognition* Say “mine” or reach toward an object when they want something Cry when frustrated or doesn’t get what they wants Try to do things on their own, such as feeding themselves By 18 months, recognize their reflection in the mirror Say their own name By 18 months, express the emotions of embarrassment and jealousy	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **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.
Nineteen to Twenty Four Months *Expresses feelings* Demonstrate appropriate affection and interaction with extended family members and playmates Engages others by expressing feelings, needs or wants verbally and/or non-verbally Attempts to comfort others, often with objects that she finds comforting Angrily refuse help with putting on their coat, then cry and ask for help if they can’t do it themselves	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **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 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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Show awareness of differences between themselves and others Cry, yell, hit, kick their feet and refuse to stop doing something when they are angry By 24 months, begin to express the emotions of guilt, shame, and pride	
Twenty Four to Thirty Months *Expresses feelings* Express more complex emotions such as guilt, shame, embarrassment, and pride. For example: Showing signs of guilt or shame and emotional distress when he causes damage to objects or harms another person Showing signs of embarrassment when they realize they are the focus of attention Showing signs of pride at an accomplishment	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Thirty Months to Three Years *Identifies and expresses feelings* Imitate appropriate expression of feelings, needs, wants Identify the basic emotions of others Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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Raise their hand and say “I do!” with enthusiasm when their caregiver asks who wants to have a turn to hold the door open Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating Show great excitement about finding a ladybug on the playground Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt	
Three Years *Identifies and expresses feelings* Tell their caregiver what they like and don’t like Begin to solve conflicts using their words rather than hitting Tell their caregiver how they feel after they have been noticed looking sad because of someone else’s actions Proudly show the finger play he learned in school to dad Ask for help with putting paper on the easel Express disappointment, but choose another center when their first choice is full Express feelings, needs, or wants appropriately with adult guidance Demonstrate awareness of the feelings of others	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Interacts with adults and other children	
Birth to Four Months	**SED 3a Social relationships: Develops relationships with adults**

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Interacts with adults and other children Vocalize through crying, cooing and gurgling Initiate interactions with adults by making eye contact Know their caregivers and adults who respond to them socially Smile when seeing or hearing their caregivers Begin to show recognition of familiar children, through facial expressions, noises, or body language Begin to show wariness or hesitancy when approached by an unfamiliar person	SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Five to Eight Months *Interacts with adults and other children* Reach for, smile, laugh, babble, and coo to get the attention of a familiar person Gaze intently at the face of a familiar person talking to him Catch the eye of someone nearby, and smile Make loud noises, even from another room Make noises or wave arms and legs to get the attention of other children or adults Watch the play of other children	**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. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. **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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Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Look for comfort from a familiar adult if approached by a stranger	
Nine to Twelve Months *Interacts with adults and other children* Show a stronger preference for the adults who are their consistent caregivers Test caregivers to see their reactions in different situations Imitate other people in their play Repeat sounds and gestures Show strong separation anxiety when a caregiver is out of sight Show fear in some situations	**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. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Thirteen to Eighteen Months *Interacts with adults and other children:* Become more interactive with peers and other adults Primarily play alongside, but not with others, often competing for toys Venture out when a trusted adult is near Look to a caregiver for reassurance when exploring, for example, a word, a smile or a gesture	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **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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Experiment with and explore new materials when the caregiver is near Stop playing when a trusted adult leaves the playground and start again when she returns Show with words or gestures that they want a trusted adult to be near them Cry and refuse to eat if it isn't what they want Refuse to come when called Hit, kick or bite other children if they don't get what they want Be overly shy with anyone other than familiar people Cry when they see something unfamiliar such as a man with a beard or a clown Cry briefly when a parent or trusted caregiver leaves, gradually calming with help	
Nineteen to Twenty Four Months *Interacts with adults and other children* Say please or thank you with modeling and repetition Seek assistance from others to solve problems Respond to first name Start across the playground to where other children are, but return to the caregiver several times before playing there	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

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Sit in the sandbox playing alongside several other children, but get up frequently to show the caregiver what they are making Look up at the caregiver for a wave while playing with toys in a new room full of children Stop playing and come to the caregiver when a new adult enters the room Go over to watch an adult making cookies, but not want to talk or help Say “hi” to store personnel, from the safety of their shopping cart seat Hold the caregiver’s hand (or hide behind a caregiver) as a new person asks them about their toy Begin to engage in pretend play with realistic objects	
Twenty Four to Thirty Months *Interacts with adults and other children* Ask for help if needed, and say “no” to peers Withdraw from activities for a short time Be more interested in unfamiliar adults Move toward a familiar caregiver (or check in with eye contact) before accepting a ball from a new person Let Grandma help them with their shoes, even though they haven’t seen her for a while	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

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Rush to answer the door when the postal worker knocks, but act shy when she speaks to them Not speak to an unfamiliar adult when he is spoken to Show more awareness of other children Ask for help when another child takes something that belongs to them Help another child to pick up the beads after he dumped them out of the container Feel and express remorse after accidentally knocking another child down in a rush to the door to go out Comfort another child who may be upset	
Thirty Months to Three Years *Interacts with adults and other children* Demonstrate appropriate affection/interaction with family members and selected friends Say please and thank you with prompting and modeling Continue to need reassurance from their caregiver after mom has left for a few minutes, but be easily calmed and distracted Repeat words they have heard adults use to tell another child to stop running (for example, “Use walking feet!”) Imitate both courteous words and expletives that they have heard from adults in their pretend play	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves Empathize with the feelings of other children Continue to have a hard time sharing, but look to an adult for help Have a concerned look on their face when another child falls and gets hurt on the playground Engage in play with others for longer periods of time and in more complex scenarios	
Three Years *Interacts with adults and other children* Have an easier time separating from their parents Continue to push the large jeep after their caregiver has said, “Those stay still” but pause and move to another toy after hearing their name Go willingly with a neighbor family to the park even though mom is not going Demonstrate appropriate affection/interaction for teachers and friends Say please, thank you, and excuse me where appropriate and with reminders Seek input/help from others in problem solving Respond to first name and say both first and last name	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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Play for longer periods of time with other children, instead of mostly beside them	
Self-regulation	
Birth to Four Months *Begins to develop self-regulation* Calm themselves by closing eyes, sucking on fist, or turning their head away Begin to follow regular patterns of eating and sleeping Calm when adults intervene with swaddling, speaking softly, rocking, singing, or dimming lights Indicate when they need rest	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. **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.
Five to Eight Months *Begins to develop self regulation* Suck thumb or fingers Rock himself Coo or babble	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Nine to Twelve Months *Begins to develop self-regulation* Be able to entertain themselves for brief periods of time	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 3d Social relationships: Identifies and respects emotions of others**

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Look to consistent caregivers for their reactions to new situations, people, or objects before responding Be able to calm themselves when mildly distressed	SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
Thirteen to Eighteen Months *Begins to develop self-regulation* Stop hitting another child when their caregiver says their name Come when their name is called Say “no no” as they throw Cheerios on the floor Stop stomping their feet in a puddle when asked May be able to wait for a few moments after asking for something, but quickly becomes impatient May use special objects (for example, a stuffed toy or blanket) to soothe themselves at naptime or in times of mild distress	**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 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.
Nineteen to Twenty Four Months *Continues to develop self- regulation* Cry and cling to a parent before s/he leaves, but calm down quickly when s/he has left Play calmly near another child, but cry and hit if that child tries to use something they are playing with	**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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.2 Entertains and plays by themselves without adult or child involvement. **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.

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Take a toy from another child, and not return it when asked to by an adult Begin to understand the concept of taking turns in a simple game Begin to understand the concept of “his” and “mine” Stop what they are doing and come when a caregiver calls their name and starts to move away Separate from significant others with minimal distress Initiate independent play Participate in self-help routines with assistance May use an object (such as a stuffed toy or blanket) to comfort themselves in times of mild distress	
Twenty Four to Thirty Months *Continues to develop self- regulation* Show more awareness of expectations both at childcare and at home Begin to understand the expectations of others and comply with these expectations on their own (for example, by picking up toys after they have finished playing with them) Start to be interested in toilet training Comfort themselves quickly after being dropped off at childcare and a few initial tears	**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. **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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Use a special object (blanket, stuffed animal) to comfort themselves when distressed Be able to wait slightly longer for things they want Occasionally engage in a fit of temper Express strong negative emotions about any change in their routine	
Thirty Months to Three Years *Continues to develop self- regulation* Have difficulty taking turns on their own, but willingly do it when a teacher helps her to talk about it with another child Share one of the several dolls that they have with a friend who has none Pay attention during large group activities for slightly longer periods of time Demonstrate positive coping strategies such as using her words or asking for help Have difficulty transitioning from one activity to another Separate easily from parents/caregivers in familiar surroundings Follow routines and familiar activities with adult/teacher direction Demonstrate more self help skills Continue to use a special object to soothe themselves during times of distress	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **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. **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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Three Years *Continues to develop self-regulation* Ask a teacher for help when another child grabs a ball away from them Proudly tell the teacher that they used the toilet all by themselves Remind other children of the rules (For example, “We go down the slide only”) Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active Sometimes remember to raise their hand as they ask the teacher a question at circle time Use classroom materials respectfully Separate easily from parents/caregivers/significant adults Move through routines and activities with some adult teacher direction Demonstrate self help skills with some demonstration and direction Play independently for longer periods of time Join in play with other children, interacting and beginning to share and take turns Begin dramatic play by acting out whole scenes (playing house, pretending to be animals, etc) Jointly participate in goal setting and problem solving	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SED 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. **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. **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.

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Follow classroom rules with minimal teacher assistance May continue to use a special object for comfort	
Self-confidence and independence	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months *Begins to develop self-confidence and independence* Enjoy using their fingers to feed themselves Help to dress themselves, extending an arm or leg Want to wash their own face after eating Enjoy pulling off their own socks and shoes	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Thirteen to Eighteen Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nineteen to Twenty Four Months	**SED 1c Self-Awareness: Completes tasks independently**

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Begins to develop a sense of self confidence Display preference for one option over another when given a choice Use facial expressions, gestures and verbalizations to acknowledge her actions and accomplishments with peers and adults Re-engage when faced with frustration, failure or disappointment in self-directed activities with adult support Ask for help, if needed, in verbal and nonverbal ways Come to the caregiver and point to where the ball has rolled under the shelf, saying, “ball” Bring their coat with the sleeve inside out to a caregiver for help	SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
Twenty Four to Thirty Months *Begins to develop a sense of self confidence* Need reassurance about his attempts to try something new Put on his own coat, but get it upside down and refuse help to fix it Get on a new riding toy and refuse to get off when asked to come to breakfast Put together a puzzle with several pieces, not wanting help and then asking for it when they have trouble Climb to the top of the climber and then call for their caregiver to watch before they slides down	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.

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Get up from the lunch table after a few bites, following mom as she leaves the room, then return when they know what she is doing	
Thirty Months to Three Years *Continues to develop a sense of self confidence* Ask a new caregiver to help her complete the puzzle she has selected Ask the custodian what she is doing when she comes in to fix the broken sink faucet Show the greeter in the store her new shoes from the safety of the shopping cart Make independent choices from diverse interest centers or activities with teacher support Acknowledge actions and accomplishments verbally and nonverbally with minimal adult prompting Re-engage in a task or activity after experiencing disappointment, frustration or failure with adult help	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 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.
Three Years *Continue to develop a sense of self confidence* Make independent choices from diverse interest centers or activities Acknowledge own actions and accomplishments verbally Re-engage in a task or activity after experiencing disappointment, frustration, or failure	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 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**

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Enthusiastically try new activities and delight when he learns something new Wait patiently for a short time, knowing that they will get a turn Laugh easily at any silly words or ideas Follow the big boys around and try to enter into their conversations Attempt to build a bridge out of the unit blocks after watching another child do it Ask the caregiver to watch as they walk on a wide balance beam and jumps off Choose to go to the block area rather than the art center Use the box that a new car came in as a garage for it	ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Pro-social behaviors	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months *Begin to develop pro-social behaviors* Initiate play such as social games (e.g., Peek-a-boo)	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.

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Respond differently to familiar and unfamiliar infants and toddlers Observe and imitate simple actions of others such as “bye-bye”	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Thirteen to Eighteen Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nineteen to Twenty Four Months *Begins to develop pro-social behaviors* Play by themselves; initiates own play Hug another child who is sad because his mom just left Imitate adult behavior in play such as cooking, sweeping, etc. Participate with adult in a joint task (for example, cleaning up) Begin to have an awareness of unacceptable behavior Watch the children on the slide intently for several minutes before asking to try going down Play near several other children, talking to them only when they want a toy that they have Go to their hook to hang up their coat when they come in from outside without a reminder Get down from a standing position on a chair when you remind them that chairs are for sitting, because they might fall	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.

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Twenty Four to Thirty Months *Begins to develop pro-social behaviors* *Have beginning understanding of consequences when following routines and recreating familiar events* Use imagination, memory and reasoning to plan and make things happen Have short periods of play with other children, but mostly play beside them Need adult help to resolve conflicts with peers Pretend to feed a baby doll Put on dress-up clothes, and pretend to be a dad or mom Tell their caregiver that they are going to be a firefighter or a nurse Use the toy mixer the way they have seen dad do it Bring a play dough cake with pretend candles to their caregiver Participate in creating class rules, understanding the reasons behind the basic rules Accept the consequences of their actions, and say, “I’m sorry” when prompted	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Thirty Months to Three Years *Continues to develop pro-social behaviors*	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked.

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Talk to another child as they play together Watch other children play with a ball, then join in doing the same actions Look for their special friend to play with at center time Choose to participate in group activities Help another child to pick up the blocks after he dumped them out of the container Feel and express remorse after accidentally knocking another child down in a rush to get out the door Give a hug to another child Ask for help when another child takes something that belongs to her Play near and watch other children in play Join in play with other children Demonstrate some skills in problem solving with adult support Follow classroom rules with consistent teacher support	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 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Three Years *Continues to develop pro-social behaviors* Look for a favorite friend to play with on the playground Offer to share the markers with another child who comes to the art center	**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 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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Show his play dough monster to the girl sitting next to them Decide with other children to play something specific and then execute this play Need adult help to resolve a conflict with a peer, and agree to take turns Work with a friend to find the flannel board pieces to go with the story they have just heard Begin to understand that their actions can cause feelings in other children Begin to use some simple techniques for preventing or resolving their own conflicts Share a toy car with a child who cries because he has none Express regret and ask the child if he is ok when they have accidentally knocked another child down in a rush up the steps of the climber Agree to let a friend help them feed the fish even though it is their job Show concern when another child has fallen and is crying Tell a friend that they want to be a daddy when they grow up and that only boys can be the daddies Pretend to be a firefighter and spray the Pretend Play Center with a play hose, telling everyone to get out	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **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.

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Use the blocks as garages and houses that the cars and trucks drive to Have strong negative feelings about any change in the routine Try to follow the rules of a simple board game Participate in creating rules for the class Help to clean up, saying, “we are a team”	
Attending and focusing skills	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months *Develops attending and focusing skills* Attend to a task for several minutes with an engaging toy or activity Engage in turn taking with a familiar adult	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
Thirteen to Eighteen Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—

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Nineteen to Twenty Four Months *Begin to develop attending & focusing skills* Attend to a task of interest for several minutes Engage in verbal and/or non-verbal turn taking with adult support Begin to develop some tolerance for delay	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
Twenty Four to Thirty Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Thirty Months to Three Years *Begins to develop attending and focusing skills* Attend to a task of interest for longer periods of time Move onto a new activity with minimal stress when prepared for the transition Increase tolerance for brief delays of gratification	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Three Years *Continue to develop attending and skills* Attend to a task for longer periods of time Move on to a new activity with occasional or minimal distress Use verbal and non-verbal conversational skills with modeling and prompting	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **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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Demonstrate ability to delay gratification to complete a larger task with adult guidance	SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Language Development	
Communicating and Understanding	
Listening and speaking skills	
Birth to Four Months *Begins to develop skills involved in conversations with others* Use vocal, body, and facial expressions to express self Cry to communicate needs Make a noise when hearing a voice Imitate some facial expressions and movements Imitate sounds	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds.
Five to Eight Months *Begins to develop skills involved in conversations with others* Respond to his own name Begin to respond to the word “no” Tell how the speaker is feeling by the tone of his/her voice Use various sounds and movements to communicate	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds.

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Use his voice to express happiness or unhappiness Babble using strings of consonant and vowel sounds Babble using the sounds and rhythms of his native language Actively imitate the sounds of speech	**LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. **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.
Nine to Twelve Months *Begin to develop skills involved in communicating with others* Respond to simple requests Respond to one step directions with familiar words Point to the cat in a book when you say, “Where is the cat?” Start to understand and use conventions of communication Use simple gestures such as pointing, shaking their head for “no,” or waving “bye bye” Use inflection, with varying pitch and intonation when babbling Use exclamations, such as “oh oh” when dropping something Say approximations of “mama” and “dada” Try to imitate words Listen to simple stories, rhymes and songs Understand many more words than they can produce	**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 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Thirteen to Eighteen Months	**LLD 1a Listening: Understands and interprets language**

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Begins to develop listening and speaking skills: *Understands the meaning of words and gestures* *Uses conventions of speech* *Listens to stories, directions and conversations* *Communicates using sounds, words and gestures* Continue to understand more words than they are able to say Go to the climber when asked if they want to play on the climber Follow a simple direction such as “Kick the ball” or “Wash your hands” Use simple gestures such as pointing to objects, shaking their head for “no,” or waving “bye bye” Use inflection when babbling Use exclamations, such as “uh oh!” when dropping something Say “mama” and “dada” Try to imitate words Listen to simple stories, rhymes and songs Respond to simple yes and no questions Use single words such as “no” or “bye” Try to say long words by stringing sounds together	LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Learn new words daily	
Nineteen to Twenty Four Months *Continue to develop listening and speaking skills* Answer a simple question with a nod of their head Go to get the towel, bring it back and clean up the spill when asked by their caregiver Understand the names of several body parts and point to them when asked Go to wash their hands when a caregiver says, “Get ready for lunch” Show attention to another speaker for brief periods of time Spontaneously repeat familiar words from a story Follows a one step direction Maintain conversation topic with adult support Participate verbally in songs and books with key words or phrases Use words to request wants and needs Participate in brief communication exchanges using verbalizations and/or gestures Answer simple questions Communicate about favorite items or toys to others	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 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 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 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Imitate adult behavior in play Explore and display interest in a variety of people, places and things Begin to label objects, and put words together to make simple sentences Put a few words together into a sentence, leaving out small connecting words (for example, “Talk Daddy?” or “Go bye-bye now?”) Ask simple questions such as, “What that?” Ask for what they want using increasingly specific words Repeat some of the funny sounding words they hear in conversations Participate in simple group discussions	
Twenty Four to Thirty Months *Continue to develop listening and speaking skills* Understand and respond to questions Get their coat, and put it on when asked by a teacher Answer when asked, “Do you want a cracker or a cookie?” Ask another child to sit next to them Understand and use some positional words Demonstrate active listening skills	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **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.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences.

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Retell and relate what has been heard Begin to ask questions Enter into a conversation that lasts for several turns Want to talk when the family is talking in the car, but is not on the topic Ask questions about concepts they don't understand Try to initiate conversations with others about objects Repeat what has just been said, or make up a story to be part of the conversation Take cues from others (laughs when others laugh) Indicate an understanding of grammar by putting words in the correct order (for example, "Eat cookie" rather than "cookie eat") Indicate an understanding of grammar by using the correct rule but with irregular words (for example, adding an "s" to make something plural like "foots" or adding an "-ed" to make the past tense like "goed") Use words to tell about objects and actions of self and others Recite familiar nursery rhymes, songs, or short stories Sing simple songs with the teacher and later sing parts of them to himself While reading a book, ask questions about the story as well as name objects	LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.

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Use more descriptive language to tell you what they want Use action words to describe what they are doing Put together three or four word sentences Use the words I, we, he, and she in sentences Speak clearly enough to be understood by familiar caregivers without mumbling or running sounds together	
Thirty Months to Three Years *Continue to develop skills in listening and speaking* Listen to spoken language or song for enjoyment Comment on familiar aspects of a story or common event Follow 2-step directions (For example, put your shoes on and then get your coat.) Converse in short sentences using a variety of nouns and verbs Engage in and maintain a conversation topic with adult support Relate personal experiences verbally using sentences with adult prompting Give simple commands to get needs met Use 3 different sentence types (requesting, questions, negation) Ask and answer simple questions using short phrases	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

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Share information on what he/she is currently doing Imitate familiar roles Use the same tone of voice they hear mom using when talking to their little brother Repeat adult questions that they have heard the teacher ask to start discussions, such as “What do you think will happen next?” Expand vocabulary with many more connecting and describing words Use many words to express their feelings, tell about their ideas, and respond to the ideas of others Use personal pronouns such as he, she, we and they more easily and appropriately Continue to use some familiar “shorthand” expressions such as “we go” or “all gone” Tell about what is happening in a book using action words Ask “why” and other questions frequently to keep a conversation going	**LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
Three Years *Continue to develop skills in listening and speaking* Follow two-step directions, especially if they are part of a familiar routine or have been demonstrated *Use more conventions of speech*	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.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.

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Have more meaningful conversations with peers and adults Get their coats and start putting it on when told it is time to get ready to go outside Provide a wet paper towel to a hurt friend after being asked by their caregiver Take a napkin from the pile and pass the pile to the next person at the table after being asked to Listen more attentively to a story than to a group discussion Listen more easily in a one on one conversation than in a group setting Remember events from the past, as well as where objects have been put Stop pushing anxiously to see them, when they hear that the caterpillars will be there tomorrow and for “many days” Use and understand more directional words such as around, backward and forward Understand and start to use some positional words such as behind, in front of, next to, under, and over Name or point to many body parts Tell their name when asked Match the picture cards in a simple game of concentration	**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. 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 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.

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Recognize their name in print and the first letter of their name out of context Not pronounce all of their words correctly, but be easily understood most of the time Use longer sentences and more grown up words Use plurals, pronouns and possessive words such as “my” and “his” Use contractions such as “won’t” and “can’t” Use words that describe the size and function of objects Use words that tell about time such as after and before Tell a story with many details about a trip they went on Take their turn in a group discussion Talk with the boy they are building with about a new toy they have at home Offer their own information in a group story about a visit by the firefighters Produce complete sentences using an expanded vocabulary Initiate and maintain conversations Change tone of voice and sentence structure depending on the listener Use past tense verbs and the –ing ending	

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Ask and answer simple “wh” questions Answer questions about hypothetical events (What do you do when you are tired) Name 3 items from a common category Answer questions about stories Speak with increasing clarity, ease, and accuracy Use language to repeat simple stories, songs, rhymes, or to relate experiences Give simple 1 to 2 step directions	
Pre-Reading and Pre-Writing	
Skills that lead to reading readiness	
Birth to Four Months *Begins to develop skills that will lead to reading readiness* Attend to a nursery rhyme, short book, or song Show some attention to pictures, objects, and books Listen closely to adults who are speaking to them	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 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 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Five to Eight Months *Begins to develop skills that will lead to reading readiness* Respond to some of the vocabulary associated with picture books	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**

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Make sounds when he hears sounds Pay attention to the sounds and repetitive or rhyming words in books Look intently at the pictures in a book, and show a preference for some pictures Attend and react to colorful pictures in books	LLD 6b.1 Looks at and listens to books read aloud by an 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. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”.
Nine to Twelve Months *Begins to develop skills that lead to reading readiness:* *Different sounds of language* *Development of vocabulary and comprehension* *Develops knowledge of book handling* Begin to imitate animal and non speech sounds Repeat simple sound syllables, (ba, ba, ba) String together different sounds (ba, pa, da) Begin to use specific sounds to identify objects and people Begin to participate in songs and rhymes Respond to a simple gesture or request Begin to identify familiar people	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones.

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Recognizes familiar objects Turns pages of cardboard book (not necessarily one at a time or left to right) Identifies 1-2 familiar pictures Looks at pictures in a book Responds with sounds or body movements to indicate enjoyment	
Thirteen to Eighteen Months *Begins to develop skills that will lead to reading readiness:* *Recognizes and reacts to sounds* *Increases vocabulary* *Increases comprehension* *Develops book handling skills* Enjoy, and occasionally join in “singing” simple songs Move rhythmically to familiar songs Begin to identify familiar environmental sounds, (animals and emergency vehicles) Point or make sounds when looking at books Turn pages of a book one at a time	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones.
Nineteen to Twenty Four Months	**LLD 6a Reading Comprehension: Responds to text**

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Begins to develop skills that will lead to reading readiness: *Recognizes and reacts to sounds* *Increases vocabulary* *Increases comprehension* *Shows interest in book reading* Enjoy simple songs and occasionally join in Move rhythmically to familiar songs Identify familiar sounds such as animal sounds and emergency vehicles Enjoy being read to if allowed to participate Enjoy stories with riddles, guessing and suspense Turn pages in a book Recognize familiar pictures Fill in words in a familiar book Match shapes Show attention in rhyme games or songs Bring a book to a caregiver to have read Identify basic pictures by naming or pointing	LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games.

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Respond to basic “wh” questions (what, where etc) Identify a favorite book by its cover Repeat familiar phrases from a book or rhyme Identify pictures of characters from favorite book Participate in motor imitation Point to elements in a picture Show interest in books and other written materials Show preference for a favorite page in a book by searching for it Follow simple directions Perform an action shown in a book Answer simple questions based on a story Show empathy for situations shown in a book Verbally label pictures in a familiar book	
Twenty Four to Thirty Months *Begins to develop skills that will lead to reading readiness:* *Identify body parts* *Recognizes and reacts to sounds*	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story.

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Increases vocabulary *Increases comprehension* *Show interest in book reading* *Recognize symbols have corresponding meaning* Sing simple songs that they have heard many times with a group or on their own Say a simple rhyme that they have heard frequently, with a group or alone Know that their name starts with an M sound, like mom Identify farm animals by the sounds they make Identify environmental sounds such as a doorbell, fire engine, or water running Draw attention to parts of words such as syllables by moving to the beat Know that the McDonalds sign means that a McDonalds is near Find his favorite cereal by the picture or color on the box Use the stop sign in play with his car set Put toys away in bins or shelves with pictures Turn the pages of a favorite book from left to right, holding the book upright	**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 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 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.3 Shows awareness of separate words in spoken language. **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. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.

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Ask for the same favorite book over and over again Listen to engaging stories Recite a familiar nursery rhyme, poem or finger play with expression Use words to describe the purpose and function of objects, such as go, stop and play Learn the names of objects new to him Repeat words heard in the environment Name an increasing number of objects in the books Listen to fiction and non-fiction books Ask and answer questions about the story while his caregiver is reading Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?”	
Thirty Months to Three Years *Continues to develop skills that will lead to reading readiness:* *Increases vocabulary* *Increases comprehension* *Shows interest in book reading* Sing simple songs that they have heard many times with a group or on their own	**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 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**

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Say a simple rhyme that they have heard many times, with a group or alone Know that her name starts with a G sound, like green Identify farm animals by the sounds they make Identify environmental sounds such as a doorbell, fire engine, or water running Draw attention to parts of words such as syllables by moving to the beat Begin to understand that written words stand for a certain meaning Know that the McDonalds sign means that a McDonalds is near Find their favorite cereal by the picture or color on the box Put toys away in correctly labeled bins or shelves Precisely turn the pages of a book one at a time, and from left to right Ask for the same favorite book over and over again Recite a familiar nursery rhyme, poem or finger play with expression Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph) Choose to look at a favorite book at rest time, retelling parts of the story softly to herself	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 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 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.3 Shows awareness of separate words in spoken language. **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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Recognize some common symbols Identify basic shapes Repeat portions of a story that they have heard Respond to basic “wh” questions (what, where, why) Know when a book is upside down and/or backwards and can correct it Use elements in pictures to tell, in simple phrases, what is happening Talk about what they see in pictures Participate in rhythm and rhyme games and songs Tell 1-2 events from personal experience Respond to a basic question about a picture Attend to pictorial directions but need teacher direction Listen to fiction and non-fiction materials Ask and answer questions about the story while the caregiver is reading Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” Tell you what will happen next in a story that has been read before Answer questions about the story that has just been read	

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Three Years *Continues to develop skills that will lead to reading readiness:* *Recognizes and reacts to sounds* *Increases vocabulary* *Increases comprehension* *Shows interest in book reading* *Recognize that symbols have corresponding meaning* Start to recognize some environmental print Identify some letters, especially those in their first name Identify words that rhyme Identify what is happening in a picture Answer inferential questions about a story Know the front of a book and how to turn the pages in correct order Retell some elements of a story with the aid of pictures Respond to questions about a story Listen and respond to rhythm and rhyme Follow with teacher assistance a simple pictorial direction	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.

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Sing simple songs that they have heard many times with a group or on their own Say a simple rhyme that they have heard many times, with a group or alone Begin to identify rhyming words when they hear them Begin to supply the rhyming words in a familiar poem or song Know that their name starts with an M sound, like mom Draw attention to parts of words such as syllables by moving or clapping to the beat Know that the McDonalds sign means that a McDonalds is near Find their favorite cereal by the picture or color on the box Use the stop sign in play with the car set or point out stop signs in the natural environment Put toys away in labeled bins or shelves Find their name card on the carpet square and sit there See a letter from their name on a sign and point it out to a familiar caregiver Ask what a card says after receiving it in the mail Sing the alphabet song Ask for the same favorite book over and over again	

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Recite a familiar nursery rhyme, poem or finger play with expression Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read Sing along with the Gingerbread Boy's song after hearing it several times Retell a story they have heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" Use words to describe the purpose and function of objects Learn the names of objects new to them Use words learned through books in their own conversation Discover the meaning of new words from the context or the pictures Make up a story to go with the clothes they are wearing in the Pretend Play center	
Skills that lead to writing	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months	**LLD 7a Writing: Emergent writing**

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Begins to develop skills that lead to writing Mark with crayons or markers, scribbling spontaneously Grasps a writing tool Enjoys finger painting or painting with large brushes	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. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Thirteen to Eighteen Months *Begins to develop skills that will lead to writing* Scribble spontaneously Explore using different writing materials	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Nineteen to Twenty Four Months *Continue to develop pre-writing skills* Scribble spontaneously Explore using different writing materials Intentionally make a mark on a piece of paper Indicate when a drawing is finished or complete Draw vertical and horizontal strokes when shown how to do so by an adult Hold a writing instrument with fingers and scribble	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper.
Twenty Four to Thirty Months	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools.

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Continue to develop pre-writing skills: *Use writing utensils for scribbles and drawings* Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it them Paint some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow Recognize that drawings, paintings, and writing are meaningful representations Hold a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier ages	LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper.
Thirty Months to Three Years *Continues to develop writing skills* Use crayons on a large piece of paper and scribble, telling the caretaker that it is her Take the caretaker's pen and scribble, saying that they are writing Find a card with their name on it on a table with several others Point to the rule sign about using "listening ears" when asked what we do at circle time	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

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Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control Respond to simple questions for adult recording on paper Respond to questions about drawing Copy a horizontal line, vertical line and circle with a model Imitate simple shapes and lines	
Three Years *Continues to develop writing skills* Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it is them Paint some broad strokes across the paper with a few different colors, and tell the caregiver that it is a rainbow Begin to control scribbles, perhaps telling their caregiver what they say Show a friend their work on the wall, and "read" the teacher writing about it Dictate a thank you note to go with their picture for the firefighters after their visit	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.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.

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Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and draw with increasing control Begin to draw representations of people and objects Experiment with writing tools and materials to communicate in pretend play Draw simple pictures representing an experience Dictate words or simple phrases to an adult recording on paper with adult prompting Share drawings with others Trace simple letters and shapes	
Cognitive Development	
Mathematical Exploration and Learning	
Skills that lead to math concepts	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *Begin to develop skills that lead to Math concepts such as:* *Problem solving* *Reasoning*	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight.

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Follow moving objects easily with his eyes Find an object that is partially hidden Explore everything with hands and mouth Try to reach objects just out of reach Look at an object in his hand for a longer period of time Imitate actions such as waving bye-bye Look for an object that he has thrown from the high chair Turn his face away from his caregiver when he sees a tissue in his/her hand Laugh or show other signs of enjoyment when exploring the effects of his actions on objects	
Nine to Twelve Months *Begin to develop skills that lead to math concepts such as:* *Problem solving* *Communication* *Reasoning* *Memory* Explore objects in various ways such as:	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. **M 5 Patterns: Copies, creates and extends patterns**

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Trying to put a square peg into a round space, and keep trying even when it doesn't fit Trying to put together nesting cups and take them apart again Looking for an object that they have thrown or dropped from the high-chair Putting their arms up when you ask, "How big is baby?" Turning their face away from the caregiver when they see a washcloth in her hand Holding out her hand for you to play "round and round the garden" Pointing to pictures in books when you read to them Going to get the ball when you ask if they would like to play ball Going to the counter where the cookies are kept when asked if they would like a cookie Point to familiar objects when directed Give an object on request	M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Thirteen to Eighteen Months *Begins to develop skills that lead to Math concepts such as:* *Problems Solving* *Communication* *Reasoning*	**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.2 Participates in familiar routines and transitions with support. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.

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Memory Imitate the actions of an adult such as turning a steering wheel in a play car Recognize his image in the mirror or in a photograph Remember the usual sequence of events and go to get his toothbrush after getting into pajamas	
Nineteen to Twenty Four Months *Begin to develop math skills such as:* *Identify body parts* *Problem solving* *Communication* *Reasoning* *Memory* Build a tower with the red blocks only, leaving the blue and yellow ones to the side Pick out and eat only the whole animal crackers Nest several cups together accurately and discover how to hide a smaller cup under a larger one Turn one piece of a puzzle to fit it into a space the right way	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. **M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. **M 5 Patterns: Copies, creates and extends patterns**

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Pick up 2 items with similar attributes upon request Give 2 objects upon request, and verify by counting (“1, 2”) Manipulate a number inset puzzle with the numbers 0-5 Differentiate their own items vs. others’ items Imitate patterns such as clapping, tapping, signing Point to a set of objects that contains more than another set Anticipate daily routines associated with day or night Place 1-3 shapes in a form board Demonstrate an understanding of 1-3 prepositions such as up, down, in, out Match object with a picture of that object Sing songs and say nursery rhymes after hearing them many times Help their caregiver retell a favorite story after hearing it many times Repeat actions at a later time that the have observed before	M 5.2 Notices things that repeat in the environment. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.
Twenty Four to Thirty Months *Begin to develop math skills such as:* *Problem solving* *Communication*	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. **M 3 Shapes: Identifies shapes and their characteristics**

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Reasoning *Memory* *Quantity and number relationships* Show interest in concepts, such as matching and sorting according to color, shape and size: Name at least one color Compare the color of his toy car to that of another child Match the colors and shapes in a matching puzzle Sing songs and say nursery rhymes after hearing them many times Help their caregiver retell a favorite story after hearing it many times Discuss important events that occurred in the past, such as meeting a new animal or going on vacation Help to put away the toys, putting the blocks away with the blocks and the vehicles away together Confuse similar colors Try to get all of the big blocks to make their tower Fill a balance scale with beads, making one side go down, then the other Fill large and small containers with sand or water	M 3.2 Matches two identical shapes. **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 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.3 Begins to name colors. **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.
Thirty Months to Three Years	**SED 4a Problem-Solving: Solves problems**

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Continue to develop math skills such as: *Problem solving* *Communication* *Reasoning* *Memory* Hold up two fingers when asked how old they are Ask a teacher to help them see if there is room in the play dough center and count the children with the teacher, deciding that there is room for her Complain to mom that their sister has more cookies than they do Tell a friend that they are bigger, so they should go first up the climber Match and sort objects according to color, size, shape or use when playing or putting away toys Take two crackers out of the snack basket when it is passed, after hearing the teacher say, “Take two crackers” Name at least one color Compare the color of their toy car to that of another child Easily match the colors and shapes in a matching puzzle Help to put away the silverware, matching the large spoons with the other large spoons	SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. **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. **M 2b Spatial Awareness: Determines object location** M 2b.3 Finds or places objects next to, between, in front of or behind self. **M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. **M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.

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Fill a balance scale with beads, making one side go down, then the other Sort 3 to 5 objects by color Recognize and read numerals 0 to 5 Identify the number of objects in a set up to 3 and verify by counting 1,2,3 Match the correct numeral 0-3 to the number of objects Sort objects by similar attributes in familiar routines (big, little) Sort a set of objects into more; then into less Put objects in order by size when asked Identify routines carried out during day or night. Match and sort shapes Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.3 Begins to name colors.
Three Years *Continue to develop math skills such as:* *Problem solving* *Communication* *Reasoning*	**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 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.

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Memory Count out three crackers from the snack basket when it is passed to him Tell on a friend who has come into the block center when it is already full Tell the teacher that his cup is full of sand and theirs is empty Build a tall tower and stand next to it to see if it is as tall as they are Sort objects by color or shape Name several colors Compare the color of their toy car to that of another child Easily match the colors and shapes in a matching puzzle Help to put away the silverware, matching the large spoons with the other large spoons Sort objects by similar attributes Recognize and replicate simple patterns Use concrete objects to combine and separate groups up to 5 Count to 10 Recognize and read numerals 0-5 Estimate the number of objects in a set to 5 and verify by counting	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. **M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object. **M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.3 Begins to name colors.

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Match the number of objects to the correct numerals 0-5 Compare sets of objects and determine which set has more or less Compare objects by size to determine smaller and larger Correctly identify circles and triangles Find examples of shapes in the environment Play a shape matching game Draw and name a circle for his head Make symmetrical designs with shape blocks	
Scientific Exploration and Learning	
Skills that lead to science concepts	
Birth to Four Months *Begins to explore her body and environment* Play with their hands Hold onto a small toy placed in their grasp Discover and play with their toes Turn their head to follow moving objects Repeat simple actions such as grasping an object and letting it go	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **PD 4b Personal Care: Understands bodily functions** PD 4b.1 Explores body parts, such as hands and feet.
Five to Eight Months	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Begin to develop skills that lead to Science Concepts such as: *Cause and effect* *Daily routines* Bang on his tray with a spoon to hear the sounds it makes Push a button on a toy to make it play music Put small blocks into a bowl, dump them out and do it again Hit the buttons on his busy box to make different things happen Pull a string to bring a toy closer	SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys.
Nine to Twelve Months *Begin to develop skills that lead to science concepts such as:* *Cause and effect* *Daily routines* *Imitation of gestures and use of objects* *Identify body parts* Explore a bell in a ball, turning it over and over Look under the blanket for the toy they watched you hide Shake, bang, throw, drop, push or pull everything they touches	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.

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Explore and uses body to make things move Push favorite buttons on the busy box and make a face just before the dog pops out Point to correct body part when it is named Pretend to brush hair and teeth, drink from a cup and put a telephone to their ear Imitate simple actions of an adult such as clapping Imitate sound patterns when heard Take and retain 2 objects offered (one in each hand) Use whole body to explore environment Indicate they want to be picked up through gestures or vocalizations to a familiar adult Anticipate reactions in response to familiar play activities Use all 5 senses to explore natural world Respond to light and darkness and anticipate routines with both (for example, dark = nap)	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.1 Kicks feet or shakes arms to make other objects move. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys.
Thirteen to Eighteen Months *Explores and experiments with objects in the environment* Push and pull a wagon, watching the wheels turn as they try different tactics to move it	**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 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.

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Touch a bug that they find on the playground and squeal when it moves away quickly Push, poke, squeeze, pat and sniff the play-dough as they explores how it feels and smells Stack and knock down big blocks Experiment with different ways of using a toy or object *Begins to develop skills that lead to Science Concepts such as:* *Cause and effect* *Daily routines* *Imitations of gestures and use of objects* *Identify body parts* Choose a favorite book from the shelf and turn the pages more carefully, perhaps moving the pages from left to right, with the book turned right-side-up Put round shapes into the round holes more accurately Bounce a ball and try to catch it after watching an older child do it	**PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted. **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 3a Physical Science: Explores forces and motion** SCI 3a.2 Uses body to push or pull toys. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully.
Nineteen to Twenty Four Months *Begin to develop skills that lead to science concepts such as:* *Identify body part* *Cause and effect*	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.

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Daily routines *Imitation of gestures and use of objects* *Identification of body parts* Put a doll on the roof of the dollhouse and watch it slide off over and over again Fill a bucket with sand and watch as it pours over the side when it is full Explore and attempt different ways to make objects move Splash in water Explore objects using advanced schemas React physically to differences in water/food temperatures Integrate use of 5 senses to explore natural world Demonstrate own need for food and water Show awareness of other children/animals and respond accordingly Recognize familiar faces Respond to indoor and outdoor world conditions such as sunshine and wind Notice changes in the environment of the classroom or home Demonstrate use of objects	**PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods. **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 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.2 Uses body to push or pull toys. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. **SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment.

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Increase attention span when exploring something interesting, especially with an interested adult	
Twenty Four to Thirty Months *Begin to develop skills that lead to science concepts such as:* *Cause and effect* *Daily routines* *Imitation of gestures and use of objects* *Identification of body parts* *Observation of the world and nature* Want to pick up and bring home interesting things they find on a walk Use senses to observe and gather information Use tools for investigation (such as a magnifying glass) Get a stool and try to reach something put up on a high shelf Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work Use a spoon or other tool to dig in the garden	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. **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 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **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.
Thirty Months to Three Years	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Develop skills that lead to science concepts such as: *Cause and effect* *Daily routines* *Imitation of gestures and use of objects* *Identification of body parts* Explore and use cognitive strategies to attempt to make objects move Use tools to explore properties water Match simple properties (color, size, shape) Respond verbally to differences in water/food temperature Demonstrate verbal differences of humans and animal Indicate own thirst or hunger and that of others Show awareness of the functions of people/animals in their world Know night and day and various expectations in routines Show active interest in the environment Identify familiar functions of their environment Want to pick up and bring home interesting things they find on a walk Use tools for investigation	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. **SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

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Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand Get a stool and try to reach something put up on a high shelf	
Three Years *Develop skills that lead to science concepts such as:* *Cause and effect* *Daily routines* *Imitation of gestures and use of objects* *Identification of parts of the body* Explore how objects move Explore the properties of objects when placed in water Appropriately respond to care giver's description of hot/cold items Identify differences between humans and animals Use 5 senses to explore the natural world Demonstrate the need for food./water/air Be interested in animals and their offspring (for example, geese and goslings, cows and calves, etc.)	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. **SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment**

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Explore and identify a variety of animals and plants Identify different types of weather Identify animals and their homes Be a careful observer, asking questions about everything he sees Enthusiastically check their seed cup to see if there have been any changes overnight since the first seed started to sprout Put colored modeling clay in water and find out that it starts melting color all over their hands and arms, then paint up their arms and try different colors Watch the fish and tell which one they like the best Want to pick up and bring home interesting things they find on a walk Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation Have an improved memory for details Make and check predictions before and after an investigation Count how many boys are in the group they are playing with, but still get confused by the question of whether there are more children or boys in the group Go to the table when the teacher says that everyone who has brown hair may go Draw a picture of his dad with very long legs	SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. **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. **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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Physical Development	
Coordinate Movements	
Large motor development	
Birth to Four Months *Uses repetition to move various body parts* Grasp and release things that they touch accidentally Begin to gain control over their eye, hand, and leg muscles and movements Reach toward objects and swipe at dangling objects Raise their head, arch their body, and flex their legs Begin to try to roll over and sometimes kick themselves over Push up by hands or forearms when on their stomach Bring their hands to their mouth Push down on their legs when placed on a firm surface	**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.
Five to Eight Months *Physical and Large Motor* *Development* Change the Position of his body by:	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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Pushing up on his arms and lift head and chest, arching his back when on his stomach Lifting both arms and legs and rock on his stomach Rolling over from back to stomach and stomach to back Starting to move either forward or backwards, pulling or pushing with his arms Getting up on his hands and knees, rocking back and forth Pulling to a stand, while holding onto something	
Nine to Twelve Months *Physical development:* *Large motor development* Balance and sit alone for long periods of time Walk with someone holding both of her hands Pull up on a table and “cruise” around it Roll from lying on their stomach to sitting up Move from a crawl to sitting and back again Crawl easily, gaining speed from month to month Climb onto low objects, such as a couch or table Stand alone without help for a few seconds then minutes	**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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Take their first few steps without help Go from standing to sitting easily Go between squatting position to standing Begin to walk up and down steps with assistance Crawl through a short tunnel Imitate basic movements Engage in a variety of physical activities such as crawling, walking, climbing, dancing or throwing Engage in simple games with an adult such as bouncing or rolling a ball back and forth	
Thirteen to Eighteen Months *Large Motor Development:* *Moves constantly, showing increasing large muscle control* Walk more than they crawl Stop and start movements with more control Sit in a chair independently Go from sitting to standing more easily Climb the stairs on their hands and knees or stand and hold onto a railing, putting both feet on each step	**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.

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Crawl up into a chair and turn around to sit Go from a squat to standing with ease Pull a toy behind him as they walk, or push a toy in front of them Carry a large toy or several smaller ones while walking Begin to run Kick a ball forward	
Nineteen to Twenty Four Months *Physical Development:* *Large motor development* Enjoy pulling or pushing a toy that makes noise as they walk with it Climb up the ladder on a low to medium-sized slide and slide down Turn backwards and sit on the rocking chair Go up the stairs putting both feet on each step Throw a ball and put hands together to try to catch it Kick a ball forward Go over, under, around & through objects on an obstacle course Engage in physical activities such as dancing, climbing, running, throwing, hopping, etc.	**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.

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Begin to participate in group physical activities, such as “ring around the rosey” Engage in simple games with an adult or another child Show interest in differences in people Participate in multi-cultural activities	
Twenty Four to Thirty Months *Large motor development:* *Perform more complex movements with his arms and legs* March around the room, walk on tiptoe and jump off the bottom of the slide or the last step of a staircase Try to throw a ball to you Jump in and out of a hula hoop Walk on a wide balance beam sideways at first, but forward when you hold his hand Use their whole body to develop spatial awareness Move through a simple obstacle course after a teacher has modeled what to do Walk around in a circle with other children, playing ring around the rosy Move to music, including songs that direct 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. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction.

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Climb stairs with alternating feet Build more complex block structures	
Thirty Months to Three Years *Develop large motor skills* Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track Climb on the rocking horse and push their feet to make it go Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl Walk sideways and forward on a wide balance beam Perform the motions to the “Chicken Dance” with a circle of friends Run across the playground, starting and stopping easily Play rhythm sticks in time to music with a simple beat Throw a ball overhand (with forearm extension) in the forward direction Attempt to catch a large ball, but often miss Climb stairs with alternating feet, without assistance Kick a stationary ball in a forward motion	**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. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction.

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Follow simple movements to music Build more complex large block structures	
Three Years *Develop large motor skills* Catch a large ball that is thrown directly to them (but may turn head away) Combine a sequence of several motor skills with control and balance Balance on one foot for a few seconds Follow simple routine movements to music, such as Hokey Pokey, Head, Shoulders, Knees and Toes Climb the stairs on the climber with alternating feet, without holding on Push their feet and bend their knees to make the see saw work Walk forward on a wide balance beam Hop across to the other side when playing Red Rover Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast Go over, under, around and through on a obstacle course Begin to “pump” on the swings after someone has gotten them started Stand and hop on their preferred foot at least 3 times	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction.

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Begin to play games involving physical activity such as “Duck, Duck, Goose” Participate in multi-cultural activities that enhance physical development (dance, games, activities etc.) Begin to gallop (combining a walk with a leap, with the same foot leading each time) Begin to rotate body when throwing an object Begin to flex their lower leg when kicking a ball	
Fine motor development	
Birth to Four Months *Uses repetition to move various body parts* Grasp and release things that they touch accidentally Begin to gain control over their eye, hand, and leg muscles and movements Reach toward objects and swipe at dangling objects Raise their head, arch their body, and flex their legs Begin to try to roll over and sometimes kick themselves over Push up by hands or forearms when on their stomach Bring their hands to their mouth Push down on their legs when placed on a firm surface	**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.

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Five to Eight Months *Fine Motor Development* Use his hands in more coordinated movements: Reaching for objects with one hand Moving objects from hand to hand “Raking” objects to himself with one hand Picking up a thawed frozen pea with a raking grasp Grabbing feet and toes and bringing them to his mouth Holding objects in both hands and banging them together Waving bye-bye or imitating hand clapping Trying to turn the pages of a favorite board book	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. **M 4a Measurement: Measures and estimates** M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.
Nine to Twelve Months *Fine motor development* Drop objects into a container and dump them out again Roll and “catch” a rolling large rubber ball Pick up a spoon by its handle Pick up small bits of lint off the floor and give them to you Start to hold a “sippy” cup and drink from it	**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. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another.

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Turn pages of board book Take apart and put pieces together such as pop beads Build simple block structures (2-3 blocks high) Pick up small objects between thumb and forefinger Make marks on paper	
Thirteen to Eighteen Months *Continues to refine Fine Motor* *Development:* *Begins to develop manipulative skills* Put together several nesting cups, or stacking rings on a ring tree Drop wooden beads into a bottle, dump them out and start again Build a tower of four or more blocks Scribble, if given a crayon and paper Start to use one hand more often than the other Take apart, then put together large links or pop beads Hold an object in one hand and do something to it with the other hand Hold a cup and drink, sometimes spilling	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.

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Feed themselves applesauce or yogurt with a spoon	
Nineteen to Twenty Four Months *Fine Motor Development* String beads on a string or some fish tank tubing Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub or sensory bin Use hands for simple finger plays such as “The Itsy Bitsy Spider” Attempt to put together pop beads after pulling them apart, sometimes succeeding Put the correct shapes through the holes in a shape sorter Pull off their own clothes at bedtime Drink from a cup with few spills Use a spoon for eating most of the time Attempt to brush their own hair and teeth Attempt to put on their own shirt and help you with their pants by picking up one leg at a time Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket	**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.
Twenty Four to Thirty Months *Fine Motor Development:*	**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.

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Use improved eye-hand coordination to explore and manipulate objects Continue to use both hands together and show no strong preference for a dominant hand Put together a puzzle with several pieces Use their hands to pound, poke and build with the play dough Continue to perform complex finger plays more accurately, such as “The Itsy Bitsy Spider” Place large pegs in a peg board Imitate circular, vertical, and horizontal strokes with a writing implement or paint brush	PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Thirty Months to Three Years *Develop fine motor skills* Use smaller manipulatives such as stringing smaller beads or working with pattern blocks Use one inch cubes and small blocks to build String large beads on a shoelace with a knot at the bottom Wind the jumping mouse with a pincer grasp on the small key Arrange small counting objects in a line on the table Use tweezers to pick up cotton balls and put them in a container	**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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Put a hand inside a puppet and make it talk by moving her hand inside Make more refined marks on paper Pour liquids from a larger container into a smaller container with fewer spills	
Three Years *Develop fine motor skills* Begin to grasp a writing implement using fingers or a tripod grasp, but revert to a whole fist grasp at times Stack the Lincoln Logs to make a house after observing it being done Fill and dump several cups in the sand table using a shovel, then a smaller spoon Make a snowman out of play dough after watching an older child make balls and put them together Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6 piece puzzle, building with small- sized legos, and using peg boards Demonstrate more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps	**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.
Skills that lead to good health practices	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—

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Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months *Health* Recognize self in mirror Express feelings Indicate discomfort or need for assistance Indicate desires for food or drink	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Thirteen to Eighteen Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nineteen to Twenty Four Months *Develop skills that lead to good health practices* Identify 3-4 body parts Identify foods vs. non-foods Respond to “no”; may stop ongoing action when told “no” Communicate basic needs through speech Seek adult assistance when injured	**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 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. **PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **PD 5 Nutrition: Follows healthy nutrition routines.**

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	PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Twenty Four to Thirty Months *Develop skills that lead to good* *Health practices* Feed themselves with a spoon Drink from a cup using both hands, spilling little Pour liquid from a large container into a smaller container, with spills Try to brush their own teeth and comb their hair Show interest in using the toilet, trying to wipe, and pulling up and down their own pants with some help Wash their hands and use a towel to dry them Take off his clothes Identify 8 body parts Demonstrate basic disease prevention skills when prompted Follow home, school and community safety rules (hold hands crossing street, avoids hot surfaces etc.)	**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 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. **PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. **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.
Thirty Months to Three Years *Develop skills that lead to good health practices*	**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 5 Nutrition: Follows healthy nutrition routines.**

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Feed themselves using a fork or spoon, and hold a cup with one hand to drink Help with simple chores such as setting the table with a napkin and plate for each person Want to help bathing herself, but still needs assistance Dress themselves with some assistance Wash and dry their own hands	PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Three Years *Develop skills that lead to good health practices* Sort socks, putting together the ones that match Take care of their own toileting needs, but still need help sometimes with difficult clothing and/or wiping Put on their own coat, hat and mittens, but need help with gloves and getting a zipper started Brush their own teeth and hair, but may need the help of an adult to make sure he has been thorough Dress himself Wash and dry their own hands Begin to recognize their own physical and family characteristics and those of others	**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 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts. **PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. **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.

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Demonstrate personal hygiene skills (hand washing, independent toileting, with assistance for clothing) Identify basic anatomy (eyes, nose, arms, legs) Identify health foods versus junk foods Identify some safety rules (fire safety, traffic/pedestrian safety, dangerous objects, etc) Demonstrate basic disease prevention skills (cover mouth/nose, hand washing) Recognize community helpers	
Creative Expression	
Creativity & Critical Thinking	
Creative thinking, the arts, music, creative movement, and dramatic play	
Birth to Four Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Five to Eight Months *No examples are provided at this age range in the Nevada Infant and Toddler Early Learning Guidelines.*	—
Nine to Twelve Months *Begins to develop creative thinking*	**CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.

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Explores the arts *Appreciates music* *Participates in creative movement* *Begins to participate in dramatic play* Experience the environment through senses Look to familiar faces for attention and help Consistently reach for toys and objects or point to ask for an out-of-reach toy Show pleasure in new accomplishments Persist in new learning situations Recognize some basic shapes and objects Respond to a variety of songs, music and finger plays Make sound with objects available Enjoy listening to music Make a physical response to musical sounds (for example, bouncing body or flexing knees) Explore musical props Show awareness to changes in tempo Follow simple one-word directions and copy adult actions	**CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Put on or take off hats Put things in containers Attempt to move large zippers Shows interest in dramatic play materials such as setting the table Enjoy water play Use phone or other dramatic play materials to begin to pretend play Point to a body part when named Take off simple shoes & socks	
Thirteen to Eighteen Months *Begins to develop creative thinking:* *Explores the arts* *Appreciates music* *Participates in creative movement* *Begins to participate in Dramatic Play* Gather information about environment through senses Ask for help through gestures or words Use toys and objects in an intentional way	**CA 1b Music: Develops rhythm** CA 1b.2 Responds to changes in rhythm. **CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. **SCI 1b Investigation & Inquiry: Observes, describes and records**

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Show pleasure in new accomplishments Apply persistence to learning about new objects Recognize some basic shapes and objects Respond to a variety of songs, music and finger plays Experiment with objects that make sounds Demonstrate enjoyment in music Move to musical sounds Explore musical props Show awareness to changes in tempo Follow simple one word directions and copy adult actions Select dress-up clothes and attempt to put them on Put things in containers Work with zippers and large snaps Imitate others in dramatic play Explore objects in water play Use dramatic play props in pretend play Point to body parts Take off shoes & socks	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

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Nineteen to Twenty Four Months *Begins to develop creative thinking:* *Explores the arts* *Appreciates music* *Participates in creative movement* *Beings to participate in dramatic play* Observe and imitate others' successful behavior in solving simple problems Use facial expression, body movements and vocalization to make social contact and express needs and emotions Practices independence while staying connected to caregiver Expresses ownership and desire to control self Shows enjoyment in interaction with others Recognizes own accomplishments Engage in behavior to investigate consequences Ask for help from other sources when faced with challenges Match objects; recognize patterns Initiate social contact and expresses emotion toward familiar persons, pets or possessions	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.

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Shows enjoyment of books and stories. Looks at picture books with interest. Imitates sounds in a book; selects a book and gives to an adult to read Make musical sounds along with simple chants and songs Recognize and respond to a variety of simple songs, finger plays showing preference and asking for repetition Experiment with rhythm instruments individually or with others Accompany simple music with rhythm instruments or clapping Enjoy a variety of types of music Use musical experiences as a way to explore emerging language skills and cognitive concepts Experiment with a variety of props such as scarves, ribbons and hoops (with or without music) Respond rhythmically to music tempos Copy adults' actions and play simple pretend games Put on and take off easy clothing; copies grownup work Understands the use of different clothes Push a wheel toy and roll a ball Pour from a pitcher Enjoy water play	

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Tell clothing of different people Do simple make believe Dress with help	
Twenty Four to Thirty Months *Begins to develop creative thinking* *Explores the Arts* *Appreciates Music* *Participates in Creative* *Movement* *Begins to participate in Dramatic Play* Develop symbolic thought (For example, shown by engaging in more complex forms of pretend play) Begin to connect symbols with concepts (For example, a stop sign with the octagon shape). Begin to match and sort items into groups and learn where objects belong. Demonstrate vocabulary growth and use more descriptive words. Complete an assortment of simple puzzles Enjoy different drawing and painting activities.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **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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Begin to make drawings which represent things in their world Play games and sing songs that promote different concepts such as light and dark, soft and hard, loud and quiet. Repeat simple motions and gestures from favorite songs and finger plays. Begin to engage in self-directed pretend play. Begin to act out his favorite characters from story books.	
Thirty Months to Three Years *Begins to develop creative thinking:* *Explores the Arts* *Appreciates Music* *Participates in Creative* *Movement* *Begins to participate in Dramatic Explore art materials* Predict what will happen next in a story book. Listen, repeat, and experiment with words. Begin to make representational drawings. Use writing tools to create and experiment with. Match shapes, colors, patterns and objects together.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **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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Draw faces with more detail. Enjoy swirling and squishing the finger paint as they move it around on the paper Tear paper to make a collage Start to use tools with the play dough such as a rolling pin or a cookie cutter Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered Enjoy participating in singing and movement activities	
Three Years *Continues to develop creative thinking* *Visual arts* Cooperates with others in implementing a plan to solve interpersonal problems Asks questions, mainly those that begin with “why” Coordinates eye and hand movements to reach a motor challenge Select progressively more challenging tasks Demonstrate an increasing ability to delay gratification Persist in difficult tasks or new situations	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols.

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Combine play objects in a variety of ways *Music and movement* Make a variety of sounds with their voices Sing a variety of songs Participate in musical games Listen and move to music from a variety of cultures Experiment with a variety of instruments Demonstrate understanding of basic elements of music such as loud and soft, fast, slow Use music and songs as a way to practice language and math concepts Move with music using a variety of props (hoops, scarves, ribbons, etc.) Respond to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down) Enjoy silly songs *Participates in more complex scenarios in dramatic play* Cooperate with a small group of friends in pretend play Enjoy playing dress up Use realistic props in pretend play	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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Copy adult work Enjoy water play Pretend about familiar experiences Cooperate with friends	

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Nevada Pre-Kindergarten Standards (2023; Social Emotional 2025)	Experience Early Learning Developmental Continuum
Approaches to Learning	
Approaches to Learning Standard 1: Demonstrate curiosity and initiative.	
A.CI.PK1. Ask questions and seek new information related to a variety of topics, ideas, and activities. Ask repetitive questions even when provided with the same response and ask “Why?” when given answers. Explore and consider the answers others give to their questions. Ask adults to read a book about a topic they are interested in (e.g., dinosaurs, trucks, butterflies).	**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. **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.
A.CI.PK2. Seek out and explore unfamiliar objects and activities. Observe a peer play with something they have not seen before and then ask to play with it. Engage with new materials placed in learning centers. Become interested with a topic and incorporate things and ideas related to the topic into activities over the course of time (e.g., become fascinated with magnets and talk about them, carry them around, and try them out with different objects across the course of a day or two).	**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.
A.CI.PK3. Initiate activities or tasks. Ask peers to play with them. Choose a center area to play in during free time.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.

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Start a daily routine (e.g., clean up, washing hands) without being asked.	
A.CI.PK4. Make choices and communicate their choice to adults and other children. When asked where they would like to play, indicate their choice by looking at, pointing to, or naming the play area. Ask a classmate for materials or toys they decide that they would like to use.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.6 Expresses and advocates for one's needs or personal preferences.
Approaches to Learning Standard 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.	
A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging. Become interested in building, drawing, or creating an intricate structure with materials they have not used before. Be willing to try a new experience (e.g., taste a new food, try to walk across a low balance beam the teacher set up outside).	**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.
A.RC.PK2. Use a variety of approaches and strategies to complete tasks and solve problems. Use tools to get something out of reach (e.g., using tongs to grasp something off of a tall shelf, a broom handle to remove something under a shelf, or a stool to reach an object). Try different ways to solve problems in a variety of learning centers. Ask adults or peers for help in solving problems.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.6 Revisits a familiar task or activity with a different approach.

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A.RC.PK3. Try different strategies to resolve conflict or other problems in working with other children. Ask peers and adults for help solving disagreements between peers. Accept suggestions from peers and adults when trying to solve a conflict. Negotiate with peers to achieve their goal.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
A.RC.PK4. Recognize and attempt to correct mistakes. Ask for a new piece of paper because their writing or drawing does not look how they wanted it to look. Realize that an object is too large to be used the way they intend and find a smaller object to use.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
A.RC.PK5. Use rules from one situation as a guide for behavior in a different situation. Explain a rule they have at home to peers. With guidance, take turns using materials in learning centers and then tell a peer their teacher says they need to take turns when they are playing on the playground.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
A.RC.PK6. Delay gratification to complete a larger task. Help set the tables for meals or snack before sitting down to eat. When working on an art project, in block area, or in dramatic play, wait for a desired material rather than one that is readily available.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
A.RC.PK7. Manage transition between activities without getting frustrated.	**SED 2a Self-Regulation: Manages feelings and behavior**

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Willingly help clean up play areas when it is time to go home or at mealtime. On the playground, line up with classmates when it is time to go inside.	SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.
Approaches to Learning Standard 3: Demonstrate the ability to focus attention and persist in an activity.	
A.EL.PK1. Maintain focus on activities for developmentally appropriate periods of time. Continue with chosen activities for increasingly longer periods of time or until it is complete. Participate in brief whole-group activities.	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
A.EL.PK2. Persist in tasks and re-engage in an activity after an interruption. Continue with chosen activities even when asked to postpone engagement. Pause work/play to talk to a peer and then go back to the activity. Rebuild a block structure after it was knocked down.	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. **ATL 1b Attention & Persistence: Persists** ATL 1b.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.
A.EL.PK3. Express satisfaction when accomplishing a task and achieving a goal. Draw attention to themselves verbally or through actions (e.g., smile, clap, laugh, give a “high five”) after finishing a task.	**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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Seek out friends and teachers to show the work that they have done.	
A.EL.PK4. Continue with a task or activity even when it is challenging or frustrating. For a short time, keep trying to finish a task that they are having difficulty with (e.g., building a block structure when the blocks keep falling off, carrying something heavy). Ask peers or adults for help to complete a task they are having difficulty with.	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Approaches to Learning Standard 4: Demonstrate imagination and engage in different types of play.	
A.PL.PK1. Use imagination in social and pretend play. Take on pretend roles when playing alone and with others. Add details when engaged in social or pretend play.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
A.PL.PK2. Give and follow directions from peers during social play. Negotiate roles (e.g., who each person will be) during pretend play with peers. Talk about how something will be done during pretend play (e.g., how the play space will be set up, who will use specific props). Wait for their turn while playing with others.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.

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A.PL.PK3. Communicate in a variety of ways when playing with others. Play beside peers and ask to share their toys. Share ideas regarding the construct of play and use their imagination to enhance the game. Use different strategies to ask peers to play (e.g., verbally, using sign language, leading them to an area, or handing them a toy).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **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.
A.PL.PK4. Use what was learned in other disciplines in pretend play. Pretend to be an author, scientist, artist, builder, etc. and use the tools and vocabulary associated with those careers. Read or write while playing in learning centers (e.g., pretending to read a menu or write down an order while playing restaurant, looking at a map during block play).	**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.
A.PL.PK5. Act out or create a new role based on life experiences, including collaboration with peers in related roles. Pretend to be the daddy and negotiate with peers to be other members of the family. Play store, restaurant, office, school, etc. and take on various roles related to each scenario/workplace.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **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.
A.PL.PK6. Use materials or objects to represent something else during play or when acting out stories.	**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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Pretend that playground equipment are vehicles or familiar and unfamiliar places (e.g., sandbox is an archeological dig and they are digging for dinosaurs). Use props and costumes when acting out a familiar story.	CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
A.PL.PK7. Differentiate between pretend and real. Share details about an actual experience and then say, “That really happened!” When asked about an object being used during pretend play, indicate that they are using it to pretend but it is not really that object (e.g., when using a block as a telephone to call someone, say “It’s not really a phone!”). Talk about a favorite TV program or movie and explain that it is 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.
Social Emotional	
Social Emotional Standard 1: Develop self-awareness	
SEL.SA.PK1 Develop personal interests and Self-efficacy Share a dance, song, game, or other interest or talent with a friend or teacher. Point out/ask questions about something they find interesting (e.g., “what’s that?”). Spend more time in certain exploration centers based on interests. Indicate their preference by looking at, pointing to, or naming a play area when asked where they would like to play.	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option.

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Follow a daily routine (e.g. clean up, put blankets away) without being asked. Demonstrate self-help skills (e.g., put blocks away, pour juice).	
SEL.SA.PK2 Identify emotions Communicate, with support, how an emotion feels in their bodies (e.g., a racing heart, change in breathing, knot in tummy). Identify a range of emotions (e.g., sadness, anger, fear, happiness, disgust). Use facial expressions, body language, or pretend play to act out emotions and feelings. Match pictures to emotions. Ask about and/or describe how a character feels in a story and why. Tell a friend or teacher how they feel and why.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.
SEL.SA.PK3 Cultivate a growth mindset Clap, celebrate, high five, and/or exclaim “hey you did it!” “I tried!” “I can’t do this yet,” to acknowledge their own effort and/or the effort of others. Re-engage in a task or activity after experiencing success or disappointment. Try new activities and experiences with support from an adult or peer. For a short time, keep trying to finish a task that they are having difficulty with (e.g., continue to build a block structure when the blocks keep falling off, carry or move something awkward).	**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. ATL 1b.5 Begins to persist on a challenging activity with teacher support.

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Ask peers or adults for help to complete a task they are having difficulty with.	
Social Emotional Standard 2: Develop self-management	
SEL.SM.PK1 Regulate emotions Acknowledge and express emotions verbally and/or non-verbally (e.g., smile, stomp, say “I’m sad,” and/or “I’m happy”). Identify the cause(s) of a particular feeling, (e.g., point/gesture and/or say, “I’m excited it’s my birthday!” “They won’t let me play and I’m sad”). Pause to breathe and/or engage in physical exercise when noticing a big feeling in the body, with support. Go to a specific area of the classroom (e.g., calm down area) to grab a sensory item, use a tool and/or practice a strategy they’ve been taught. Communicate with a peer or adult to express the cause of their emotions and ask for support. Choose a new activity, talk with a friend, or engage in physical play to redirect attention away from the cause of an unhelpful emotion, with support. Take a break from an activity when feeling frustrated or over-excited, with prompting from an adult or peer.	**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.
SEL.SM.PK2 Set and achieve goals Express a desire to achieve something (e.g., say, “I want to write my name,” or gesture to the height they want to build a structure).	**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.6 Revisits a familiar task or activity with a different approach.

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Explore a step-by-step process, with support, to achieve a goal (e.g., learn to write a word, or put on and zip up a coat). Track their progress toward a group goal (e.g. check off an activity on a visual schedule). Try a new way to reach a goal after experiencing failure or success. Express satisfaction when accomplishing a task (e.g., say, “I/we did it!” clap, or high-five).	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
SEL.SM.PK3 Develop agency Indicate their choice of play area by pointing to or naming it when asked where they want to play. Move through routines and activities with minimal adult direction (e.g., follow daily schedules and perform jobs). Initiate play with others or join in play with a group. Choose to engage in cooperative centers or work individually on a task. Communicate choices/preferences (e.g., request colors for painting, ask to open a center).	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.6 Expresses and advocates for one’s needs or personal preferences.
Social Emotional Standard 3: Develop social awareness	
SEL.SoA.PK1 Recognize the emotions and perspectives of others Respect the rights and belongings of others (e.g., “Can I use the bike when you’re finished?”).	**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.

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Notice how friends or teachers are feeling. Use words or visuals to help a friend describe how they feel. Explain or show how a character feels in a story. Understand that rules and expectations change in different contexts (e.g., classroom, playground, home, or library). Show awareness of expected behavior in different settings (e.g., using softer voices indoors). Understand that people like different things (e.g., “I like chocolate, but my friends like vanilla,” “I think basketball is the best sport, but my brother says it’s football”).	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.
SEL.SoA.PK2 Demonstrate empathy and compassion Get a blanket or toy to comfort a classmate who seems upset. Include all classmates in a game, and/or recognize when a classmate is left out and ask them to join. Engage with a peer to see how they are feeling (e.g., say “Why are you sad?” “What happened?”). Celebrate with a classmate when they are excited about something.	**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.
SEL.SoA.PK3 Practice gratitude Acknowledge the help or effort of others by saying “please,” “thank you,” and/or using other phrases or gestures. Show or express gratitude for others (e.g., create artwork, give rocks, flowers, or other items as gifts).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.

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Participate in group activities, (e.g. cheer, chant, clap) to highlight and celebrate positive moments. Act out different ways of helping or recognizing others while engaged in play. List or point to people or things that make them feel happy when prompted.	
Social Emotional Standard 4: Develop relationship skills	
SEL.RS.PK1 Communicate effectively Greet and say goodbye to others (e.g., wave, smile, hug, high-five, fistbump, or use another gesture, and/or say “hi,” “good morning,” “bye”). Listen and respond to communication from others using words or nonverbal gestures (e.g., nod, smile, wave, use sign language, or picture cards). Communicate with peers and adults verbally or nonverbally to share ideas, thoughts, wants, and/or needs. Initiate and contribute to multi-turn conversations and/or group discussion using various strategies to show engagement (e.g., interrupt to add or affirm, respond, ask a question, tap someone’s arm, and/or use other non-verbal actions). Use new vocabulary words learned from stories, books, and/or other early literacy activities in conversations, play, to talk about feelings, and/or tell their own stories. Answer questions about their own experiences, providing details and explanations.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.

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Use a different word or gesture to clarify when they feel like they were misunderstood.	
SEL.RS.PK2 Practice teamwork and collaborative problem solving Collaborate with peers to complete a task or play a game (e.g. complete a puzzle, sort and organize blocks). Give and follow directions in group play, during classroom routines and/or activities. Negotiate roles to act out an imaginary situation. Recognize and work through conflicts by identifying needs, and generating solutions (e.g. taking turns, sharing, negotiating, and/or asking for help from an adult).	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
SEL.RS.PK3 Seek and offer support when needed Express a need or want (e.g., point to a desired object or center, say “I’m hungry,” “I need to go potty,” or “I’m feeling sad”). Ask for help after getting physically or emotionally hurt. Ask for or offer acknowledgement, comfort and/or connection (e.g., reach arms out for a hug, say “Will you play with me?” “Can I give you a hug?”). Offer to help and/or support others (e.g. help find a toy, clean up a mess, reach something, play a game, bring a blanket or toy to a friend who seems sad).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one’s needs or personal preferences.
Social Emotional Standard 5: Practice responsible decision making	

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SEL.RDM.PK1 Cultivate curiosity and open-mindedness Ask a peer or an adult to read a book about, or draw a topic they are interested in (e.g., dinosaurs, trucks, butterflies). Ask follow-up questions about something they've heard, seen or experienced. Wonder why things are done a certain way (e.g. "Why do we have to clean up if we're going to keep playing later?"). Question fairness (e.g. "Why do they go first?"). Notice and explore similarities and differences with others (e.g., "We both like soccer! But my shirt is a different color"). Express a desire to know more about their peers, teachers, and community.	**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. **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.
SEL.RDM.PK2 Make reasoned decisions & judgments Indicate and/or explain why they made a particular choice. Choose clothing that matches the weather and/or is appropriate for an activity (e.g., a coat to go outside when chilly, a smock for art). Notice that a center they want to play in is full and instead choose another one. Use visual supports to make a decision (e.g., reference a routine poster to see what is next). Use prior knowledge or sensory input to contradict a false statement.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
SEL.RDM.PK3 Understand the impact of your actions	**SED 4b Problem-Solving: Responsible decision-making**

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Stand up for themselves or a peer when something seems unfair. Tell an adult if/when they witness something unsafe. Remind others of a rule and why it matters. Begin to link cause and effect in the context of stories. Discuss their intentions and/or actions with an adult (e.g. “I didn’t mean to hurt them,” “We were trying to share the paint and it fell”). Decide whether to engage with peers who are breaking a rule (e.g. leave a group, tell the teacher, pause or hesitate while watching). Anticipate an outcome based on prior experiences (e.g. staying away from the fence while passing a ball with a peer). Recognize when they have helped or hurt someone. Reflect on a choice they made and express what they might do the same or differently next time, i.e., learn from mistakes.	SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. SED 4b.6 Considers others’ feelings when making decisions.
Social Studies	
Social Studies Standard 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.	
SS.ID.PK1. Identify and describe characteristics of self that are unique from others. Repeat their full name and age. Discuss their own likes/dislikes. Recognize and name the language(s) they speak.	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **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.

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SS.ID.PK2. Identify self as a member of a family. Describe their own family structure (e.g., who is part of their family and how they are related). Draw pictures of their family or label family members when looking at a photo, including self. Describe their own role and the role of others in their own family.	**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.
SS.ID.PK3. Share information about their family practices, customs, and culture. Show how their own family typically does routines (e.g., greeting each other, eating together). Describe their own family's holiday traditions/celebrations and food. Bring items from home (e.g., clothing, pictures, props) to share with their group as they explain customs from their family.	**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.
SS.ID.PK4. Identify and describe family traditions and daily rituals that are important to their family. Describe morning, after school, and weekend routines. Describe places their family goes together and what they do (e.g., homes of extended family members, stores, places of worship).	**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.
Social Studies Standard 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.	
SS.CI.PK1. Identify self as member of a classroom or community. Help during classroom routines (e.g., clean-up time, water classroom plants, pass out utensils and napkins during meal/snack).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.

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Participate in community events (e.g., parades, festivals, fairs). Identify their classroom or school, when asked (e.g., say the name of their school, indicate who is their teacher).	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
SS.CI.PK2. Identify classroom teachers/practitioners and peers by name. Identify children in their class. Recognize and associate a peer by the letters or symbols they use as their signature. Refer to peers and teachers/practitioners by the name they are called in their classroom.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.
SS.CI.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner. Ask a teacher/practitioner for assistance during a conflict. Tell a peer that they will share a toy when they are finished with it.	**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 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
SS.CI.PK4. Show awareness of and follow group routines and rules. Put away backpack and coat when first entering the classroom. Choose a place to sit at the table when the teacher reminds them that it is snack time.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. **SED 2b Self-Regulation: Follows routines and transitions**

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Show where group routines or rules are on display within the classroom.	SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
SS.CI.PK5. Participate in group decision-making. Express preference between a choice of activities the group is considering. Raise hand or use tally marks to vote on a group decision.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
SS.CI.PK6. Work together to complete simple tasks with peers. Work with peers to clean up learning centers. Work with a peer to complete a puzzle.	**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 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
SS.CI.PK7. Identify and describe the roles of different community helpers. Pretend to be a community worker. Identify the role of community workers by the uniform worn or equipment used. Describe the various jobs or activities community workers perform.	**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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Social Studies Standard 3: Demonstrate knowledge of the relationship between people and places.	
SS.GH.PK1. Use spatial words to identify direction and location. Accurately use words such as up/down, above/below, over/under, here/there, inside/outside, and left/right. Accurately follow directions that include spatial words.	**M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.
SS.GH.PK2. Identify and describe their classroom, home, or community. Describe characteristics of familiar places. During play, demonstrate or talk about characteristics of their own home or community as they pretend and role play. Build a familiar street with blocks and describe points of interest they created.	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
SS.GH.PK3. Identify differences and similarities between home and school. Talk about rules and routines at home and at school. Describe how the physical features of the classroom (e.g., furniture, toys, rooms) compare with features of their home. During play, act out or describe something that can be done one way at home and a different way at school.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.6 Compares roles, rules and responsibilities between different groups.
SS.GH.PK4. Recognize that peers live in different places within the community.	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.

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Describe what they see near their home and on their way to school, comparing what they see with what peers see. Use materials and objects to represent familiar places (e.g., blue paper to represent water, buildings made from blocks to represent buildings in their community).	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places. When shown a map, describe what it is and how it is used. Use resources (e.g., maps, digital maps, area rugs with indicators) to describe or illustrate features of places.	**SS 3b Geography: Interacts with maps** SS 3b.4 Recognizes symbols or landmarks. SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live. Provide examples of or describe physical features of their community (e.g., desert or mountains, city or town, country or mining area, rural or urban). Talk about or compare buildings in their environment. Show interest in learning about community and area landmarks (e.g., police stations, grocery stores, libraries, parks, museums).	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.
SS.GH.PK7. Participate in taking care of the world around them. Recycle as much trash as possible and properly dispose of trash that cannot be recycled. Only use an adequate amount of classroom resources (e.g., paint, paper, water). Pretend to take care of their environment during play.	**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.

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Social Studies Standard 4: Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.	
SS.TC.PK1. Describe a sequence of events. Accurately sequence a series of events verbally or using picture cards. Accurately say what comes next in the classroom routine. Recognize the beginning and the end of an event.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events. **SED 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.
SS.TC.PK2. Recognize a change in a sequence of events. Describe a disruption in the classroom routine (e.g., describe a switch in when the class has snack due to a special event such as picture day). Ask why the class is doing something different from what is typically part of their routine (e.g., why they are not going outside when that would typically be the next activity).	**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.
SS.TC.PK3. Recognize changes that take place over time. Describe and talk about changes in their own growth and changes they observe in plants and/or animals. Notice changes in the weather from one day to the next.	**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.TC.PK4. Describe events that happened in the immediate past or are planned for the near 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.

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Use words and phrases related to chronology and time (e.g., past, present, future, before, now, later, yesterday, today, tomorrow). Describe events or traditions that will be happening in the near future (holiday, birthday, family gathering). Recall events or activities that happened during the day and in the past week.	SS 4.5 Uses language of time to describe familiar sequences of events.
Social Studies Standard 5: Demonstrate an awareness of basic economic concepts.	
SS.ES.PK1. Recognize that resources can be limited. Recognize sometimes there are not enough of the same toys or materials for everyone. Choose to play in another area when a particular play area is full (e.g., play in dramatic play area until block area is available). Ask the teacher for more supplies (e.g., paint, napkins) when they run out.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
SS.ES.PK2. Recognize that people may want something, which is different from something they need. Identify healthy “anytime” food (e.g., vegetables, fruit, whole grains, protein) and “sometime” foods (e.g., cookies; candy; potato chips; soda; other foods high in sugar, fat, and salt). Recognize the difference between something that is essential for an activity vs. something they prefer (e.g., accepting that a picture can be painted with the paint that is available rather than insisting on a specific color that is not available).	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.

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SS.ES.PK3. Decide between at least two choices involving resources in the classroom or at home. Choose between options available at lunch or snack. Choose among available supplies (e.g., color of paint, paper, blocks) during activities. Choose between play areas during free choice play.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option.
SS.ES.PK4. Recognize that people use money to buy things they want and need. Use pretend money (paper and coins) or a plastic card in the dramatic play area when pretending to be in a setting where money is used (e.g., playing store, restaurant, shopping). Describe how they see their family members using money or cards to purchase items in a store.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
Health, Safety, and Physical Development	
Health, Safety, and Physical Development Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.	
HSP.HE.PK1. Practice basic personal hygiene skills. Independently or with reminders, wash hands before meals/snacks, after toileting, and after other messy activities (e.g., playing in the water table, working with playdough/clay or painting, playing outside). Describe how they wash their body at home. Pretend to brush their teeth during dramatic play.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.

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HSP.HE.PK2. Practice simple self-care. Recognize and communicate hunger, the need to use the restroom, fatigue, and/or illness. Practice skills needed to dress and undress independently or with guidance/assistance (e.g., zipping a zipper, buttoning a button, putting on shoes, putting on and taking off a coat). Conduct toileting routines with minimal assistance. Recognize when feeling strong emotions and, with assistance, attempt to identify the emotion and use strategies to manage that emotion (e.g., take three deep breaths, find a favorite toy, engage in vigorous physical activity).	**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.
HSP.HE.PK3. Practice basic disease prevention skills. Demonstrate how to wash hands thoroughly (e.g., use adequate amount of soap, scrub vigorously, and set a voice-activated timer, sing a song, or recite the ABCs while scrubbing and rinsing to be sure to wash for the appropriate length of time). Independently or with reminders, sneeze or cough into their elbow or tissue. Apply or remind the teacher to help apply sunscreen before going outside. Blow their nose into a tissue, throw it away, and then wash their hands.	**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 4b Personal Care: Understands bodily functions** PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
HSP.HE.PK4. Engage in moderate to vigorous physical activities and large motor play on a daily basis.	**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.

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Play a variety of games that require physical exertion like running and rough and tumble play. Play on large outdoor play equipment. Pedal or push wheel toys around the playground. Roll their wheelchair with some speed across an accessible surface on the playground.	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
HSP.HE.PK5. Identify the basic need for air, water, and food. Describe how our bodies need food and water. Notice that they are out of breath after running and describe how their bodies need air. Drink water on a regular basis and describe how water is good for their body. Provide play food to peers who say they are hungry in dramatic play.	**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.
HSP.HE.PK6. Identify and/or describe a variety of foods. Describe the five food groups and identify foods that fit in each group. Name favorite foods and give a simple explanation about why they like those foods. Describe different types of foods and which ones best help their body grow.	**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.
HSP.HE.PK7. Communicate about the importance of eating a variety of foods and making healthy food choices. Discuss the importance of eating different vegetables and fruits.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.

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Discuss how food with protein makes them strong and show their muscles or stand tall to show growth. With reminders, communicate the importance of limiting the number of sugary foods that they eat.	PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
HSP.HE.PK8. Communicate feelings of hunger and fullness Tell an adult they are hungry. Tell adults they are finished during meals and snack, even if all food is not consumed.	**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.
Health, Safety, and Physical Development Standard 2: Demonstrate knowledge of personal safety practices.	
HSP.SA.PK1. Describe and follow basic safety rules. Follow safety rules on the playground (e.g., stay a safe distance from the swings, take turns on wheel toys rather than riding with a friend). Stay with the group when transitioning from one place to another. Follow routines during safety drills with guidance (e.g., fire evacuation).	**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.
HSP.SA.PK2. Seek teacher assistance when injured or ill. Ask a teacher for assistance when injured (e.g., to cover scratches with a bandage, ask for help to wash off a cut). Cling to a teacher when feeling ill, but not express that they feel bad.	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. **PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain.

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HSP.SA.PK3. Identify, avoid, and alert teachers of potential safety hazards or danger. Tell a teacher when a toy or other classroom material is broken and has a sharp edge or could be dangerous in another way. Assist in the clean-up of spills. Identify a symbol used to warn about a potential danger (e.g., poison symbol, stop sign).	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
HSP.SA.PK4. Recognize community health and safety helpers. Recognize fire, police, and doctor/nurse uniforms used in their own community. Use costumes related to community health and safety helpers when available in dramatic play. Talk about the responsibilities of the community helpers.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help. **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.
Health, Safety, and Physical Development Standard 3: Demonstrate large motor skills and different types of movement.	
HSP.LM.PK1. Use large muscles with control and strength. Move in different ways (e.g., dance, gallop, hop) when singing songs or listening to music, with adaptations and modifications as needed. Participate in games that require movement (e.g., tag, chase), with adaptations and modifications as needed.	**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.
HSP.LM.PK2. Perform activities that combine and coordinate large muscle movements.	**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.

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Throw balls or pass bean bags or other objects to peers using hands or feet, with adaptations and modifications as needed. Climb on outdoor equipment, with adaptations and modifications as needed. Propel self/peers using wheeled toys on the playground, with adaptations and modifications as needed.	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
HSP.LM.PK3. Maintain balance when sitting, standing, or moving. Balance on one foot for a short period of time. Run without falling. Walk on a straight line but may have difficulty walking on a balance beam. Sit up with balance.	**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.
HSP.LM.PK4. Exhibit strength and stamina to participate in a variety of large motor activities. Play outside for long periods of time, with periodic opportunities for rest and hydration. Play games that require exertion and strength. Move wheelchair or other adaptive equipment with individually appropriate strength and stamina.	**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.
HSP.LM.PK5. Use perceptual (e.g., visual-spatial) information to guide movements around objects and other people. Turn sideways when walking between objects.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.6 Changes direction and speed of movement.

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Say “Excuse me” when walking past someone and the space is not large enough for both of their bodies.	
Health, Safety, and Physical Development Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.	
HSP.SM.PK1. Use small motor hand muscles with strength and control to manipulate tools and other small items. Use utensils to eat and open containers with minimal assistance and adaptive utensils or tools as needed. Button, zip, and tie clothing, with and without assistance or accommodations. Use scissors (regular or adaptive) to cut but may not always cut on the line.	**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.
HSP.SM.PK2. Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting. Hold writing tools in various grasps but change to use the thumb and first three fingers (a quadruped grasp) when directed. Use pencils, crayons, paint brushes, and other writing tools (including adaptive writing tools) to make large strokes and smaller marks.	**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.
HSP.SM.PK3. Exhibit eye-hand coordination when manipulating small objects. Stack blocks and build elaborate structures. Thread beads of differing sizes.	**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.

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Pour water or other substances from one container into another with minimal spilling.	
Language and Early Literacy	
Language and Early Literacy Standard 1: Demonstrate the ability to attend to and understand communication from others.	
L.RC.PK1. Use verbal and nonverbal signals to acknowledge communication from others. Use body language to show understanding of communication from others, such as waving goodbye after someone else tells them goodbye. During group time after a teacher invites children to comment on a topic, raise their hand to indicate they have a question or something to say, and then ask a question when called on.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately.
L.RC.PK2. Show ongoing connection to a conversation, group discussion, or presentation. Display nonverbal gestures (e.g., nodding head) and expressions while others are speaking (e.g., smiling, looking at the speaker). Offer relevant comments and questions during a conversation (e.g., show that they are listening by expanding on or adding to points previous speakers made).	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **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.
L.RC.PK3. Recall and follow two- and three-step directions. After receiving instructions for cleaning up after art, pick up their crayons and place them in the appropriate bin, and then put their picture in their cubby.	**LLD 1b Listening: Follows directions** LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.

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During a small-group cooking activity, follow the teacher's instructions to add all the ingredients into the bowl and then stir them together.	
L.RC.PK4. Show understanding of books read aloud, stories, or explanations on a topic. Retell the story in sequence (e.g., beginning, middle, end) with their own words after hearing the teacher read a book. Act out a scene or event from a story or book during dramatic play.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
L.RC.PK5. Listen with increasing attention span to gain new knowledge. Use new vocabulary words in daily conversations in the classroom. Focus on a topic they are interested in (e.g., an explication of how a tadpole becomes a frog, dinosaurs, a field trip the group is taking).	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.	
L.EC.PK1. Communicate to express self in detailed ways. Communicate either through verbal or nonverbal expression to share ideas, thoughts, wants, or needs. Communicate in their home language(s) or in English with others. Answer questions about their own experiences, providing details and explanations. Respond to a peer's question appropriately (e.g., when asked to pass the red crayon, passes the red crayon to their peer).	**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 2a.6 Explains personal thoughts about familiar people, places and events.

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Use gestures, objects, and/or words to make a point or explain their thoughts and opinions.	
L.EC.PK2. Communicate in complete sentences using at least three words. Talk or sign in their home language(s) with their peers during dramatic play, using sentences that are at least three words. Use complete sentences in their home language(s) when talking or signing at meals or during other daily routines.	**LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
L.EC.PK3. Follow conventions of conversation most of the time. Initiate and maintain multi-turn conversations with others, using different strategies to keep the conversation going. Pause after asking a question to let the other person answer. Wait their turn to speak when engaged in conversation with more than one person. Initiate a conversation with another child. With reminders, adapt their communication to fit the situation (e.g., speak quietly in library, whisper to tell a secret, speak loudly to be heard outdoors).	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.
L.EC.PK4. Share ideas and information from personal and group experiences. Tell a story about going to the park or playing outside over the weekend during Monday morning circle time. Tell their parent about an activity they did with their peers earlier in the day during pick-up time.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.

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L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood. Ask to use the bathroom. Use a different word to explain what they need when they feel like they were misunderstood.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences.
Language and Early Literacy Standard 3: Use a variety of vocabulary words during play and other activities.	
L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas. Use a new word that was discussed during book reading. Use a new word learned in English in a sentence that includes other words from their home language(s).	**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.
L.V.PK2. Use context to determine the meaning of unknown words. Look at a picture and talk about the information they see that is related to the new word (e.g., when learning the word "magnifying glass," look at a picture of someone looking through the magnifying glass at small objects and a picture of the small objects being magnified and say, "It makes things bigger").	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
L.V.PK3. Use a wide variety of words for many purposes. Say "hello," "hi," "hola," or "good morning" when greeting the teacher at the beginning of the day. Describe what they observe with details.	**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.

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Incorporate new words into their dramatic play, as they converse with peers, or engage in pretend play.	LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
L.V.PK4. Use words that describe a category of objects that go together. Sort pictures of food into one pile and pictures of animals into another pile when given a stack of pictures and asked to sort them into “food” and “animals.” Sort the toy cars from the toy trucks when playing in the block area, and tell the teacher, “I put all the cars over here and the trucks are over here.”	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. **M 6 Classification: Sorts and graphs** M 6.5 Sorts objects by more than one feature and explains why.
L.V.PK5. Identify common opposite words. Say “cold” when asked what the opposite of “hot” is. Play running game outside and talk about how fast or slow they can run. During dramatic play, when a peer hands them a hard block to lay their doll on, say, “That is too hard. She needs a soft bed.”	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
L.V.PK6. Use words with similar meaning to describe an object, emotion, or action. Use more than one word to describe the same characteristic of an object (e.g., “My block tower is really big! It is huge!” “That ice cream is delicious! It is really good!”). Use more than one word to describe the same action (e.g., “She pushed the chair. She knocked it over”).	**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.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

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L.V.PK7. Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities. Incorporate a word heard during story time into dramatic play. After learning a new word, look for additional ways to explore the concept (e.g., learn about “caterpillars” and “cocoons” in a small-group science activity and then look for caterpillars and cocoons on the playground).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Language and Early Literacy Standard 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.	
L.AK.PK1. Identify the names of letters in own name and produce the sound of the first letter in own name. Point to each letter of their name and say the correct letter name. Say the letter sound of the first letter in their name. Point to the letter and say the letter sound.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form. Manipulate three-dimensional letters and identify them correctly during play (e.g., magnetic letters, fabric letters, “food” letters). Identify letters observed in their everyday environment or environmental print (e.g., on classroom posters, in grocery ads, at home on the refrigerator, on road signs or advertisements). When shown the uppercase form of a letter they know, say the name of the letter (e.g., during art, the teacher writes their name on a canvas, and they paint each letter saying the corresponding letter name).	**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.

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L.AK.PK3. Name and produce the letter sound for several letters. Say the correct letter name and sound when shown a small group of letters with which they are familiar. When playing with alphabet blocks, say the names of many of the letters and the name of the object on the block as they stack them (e.g., “A, airplane; B, baby; …” or “A, avión; B, bebé; …”). Identify the sound associated with letters from a picture (e.g., when shown a picture of a dog, make a /d/ sound and exclaim that it is the letter “D”).	**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.
Language and Early Literacy Standard 5: Demonstrate knowledge of how print and books are read.	
L.PB.PK1. Recognize that print carries a message and information. Pretend to read by pointing to words in a book and reciting the story from memory. Write notes to friends, teachers, and other support staff in the classroom. Recognize print and symbols used to organize classroom activities and show understanding of their meaning (e.g., put toys in box with correct symbol, check picture schedule to learn next activity).	**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.
L.PB.PK2. Recognize environmental print and symbols. Recognize common product logos. Use classroom symbols in daily activities (e.g., place their coat on the rack with a picture of a coat, get paint and brushes off of a shelf with pictures of a paint jar and brushes).	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.

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L.PB.PK3. Indicate that groups of letters form a word. Ask an adult what letter a word starts with. Point to a word under a picture when asked to identify the “word” (e.g., in a book with pictures of animals and a word label under the picture, point to the word when asked “Where is the word for …?”). Caption a drawing they have created by using letter combinations with spacing, whether real or nonsense words.	**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.
L.PB.PK4. Identify book parts and features, such as the front, back, title, and/or author. Hold a book upright while turning pages one by one from front to back. Point to the front and back of the book. Talk about what an author does. Share about a class book they co-authored or co-illustrated (e.g., show another child a self-created text and point to parts of the story they were responsible for).	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Language and Early Literacy Standard 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.	
L.C.PK1. Ask questions or make comments related to the details of a story. Ask questions about something that happened in a story they are listening to. Point out when a teacher leaves out or changes a detail of a story that they have heard multiple times.	**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.

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L.C.PK2. Retell a story, putting at least two events in the appropriate sequence. Say, “First they went to the park, then they had a picnic” when asked what happened in a story. Use props to re-enact a story with a peer in a dramatic play area.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. 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.
L.C.PK3. Predict what might happen next in a story. Provide an answer when a teacher stops telling a story that they have not heard before and asks, “What do you think happens next?” Offer ideas about what they think a character might do next.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
L.C.PK4. Recall information and answer questions related to an event, text, or pictures related to self and the world around them. Recite predictable phrases in a book (e.g., “Brown Bear, Brown Bear, what do you see?”). Correctly recall the main character of story read to them. Tell the class where they went on vacation when showing a picture during share and tell.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. **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. **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.
L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction. Look at the pictures in a book and tell the story based on what they see in the pictures.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props.

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Follow the picture directions next to the sink when washing hands before lunch. Illustrate a representation of a sequence of events they remember from a story and retell the story to a peer or teacher. Arrange picture cards that show events from a story to generally show how the story events unfold.	
Language and Early Literacy Standard 7: Demonstrate the use of written letters and symbols to communicate.	
L.W.PK1. Draw to express ideas, thoughts, or interests. Draw a picture of their family. Draw a picture of a scene from their favorite part of a familiar story.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.6 Draws and writes to express ideas or share an opinion.
L.W.PK2. Experiment with writing tools and materials for variety of purposes. Use crayons, markers, colored pencils, paint brushes, or chalk. Create a play menu for the kitchen area.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
L.W.PK3. Recreate basic shapes that form letters or draw the shapes while looking at a model. Create circles, squares, and triangles, following the lines they see from a pattern/example. Look at a model of a circle or square and draw a shape that looks somewhat like the model.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **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. **PD 2 Fine Motor: Builds strength and coordination of small movements**

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Draw shapes in the air and talk about the letter they attempted to form.	PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
L.W.PK4. Write for a variety of purposes using increasingly sophisticated marks. Scribble to write a story near an illustration they have done. Pretend to write in dramatic play (e.g., “write” down an order when pretending to be in a restaurant, make marks under options for lunch to record what they would like to eat). Imitate adult’s writing they have observed (e.g., write groups of letter-like forms separated by spaces, try to write on a line).	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
L.W.PK5. Use letter-like approximation to print name. Write the first letter of their name followed by scribbles for the rest of their name in different places (e.g., on their artwork or on a sign-in sheet).	**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.
L.W.PK6. Share ideas, information from experiences, and opinions for class writing. Suggest the title for a story a small group is dictating to the teacher. Contribute details and opinions as the teacher is leading a shared writing activity (e.g., add information about what the group did on a field trip as the group writes about the experience).	**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.
L.W.PK7. Dictate words, phrases, or sentences to an adult who writes them down. Ask an adult to write the caption for a picture they drew.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.

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Ask a teacher to write a note for their mother or father.	
Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.	
L.PA.PK1. Repeat rhyming words. Sing a song that includes rhyming words. Repeat a series of nonsense words that rhyme with their name or another word.	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song.
L.PA.PK2. Identify beginning sounds of some spoken words with which they are familiar. When given a familiar word, identify the first sound in the word (e.g., say “t” when asked “What sound does the word ‘table’ start with?”). Identify the first sound in their own name.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound.
L.PA.PK3. Identify two or more spoken words that share the same initial sound. When someone says three words, two of which start with the same sound, identify the two that begin with the same initial sound (e.g., when asked which words start with the same sound, say “bat” and “bottle” but not “rain”). Correctly indicate that “sun” and “snake” are words that start with the same sound.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound.
L.PA.PK4. Identify multiple parts of short words and long words. Say their name aloud and recognize that it sounds longer or shorter than a peer’s name (e.g., Zacharias and Ann compare their names).	**LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.

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Clap out syllables of words that vary in length. Put together two words to make one word (e.g., “pop” and “corn” to make “popcorn”). Identify a peer’s name that has the same length as their own. Recognize that “dog” and “cat” are both short and one-syllable words.	
Science	
Science Standard 1: Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.	
S.EO.PK1. Use smell, touch, sight, sound, and taste to make observations. Explore characteristics of nature using the five senses. Hold new or unfamiliar objects to learn more about them. Listen for sounds that give clues about the characteristics of objects, living creatures, and processes (e.g., listen to air being let out of a balloon, listen to paper being crumpled up).	**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 1b.5 Observes, describes and records a scientific phenomenon.
S.EO.PK2. Use tools to observe and describe objects, the environment, and processes. Use magnifying glasses, rulers, scales, binoculars, telescopes, or tweezers to observe objects. Take pictures of the classroom environment with a digital camera and describe features of the room they see in the pictures.	**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 1b.5 Observes, describes and records a scientific phenomenon. **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 teacher support, use tools to record and describe processes (e.g., a thermometer to measure the temperature of cold or warm water and ice that is melting, a ruler to measure plants growing).	
S.EO.PK3. Use observations and information to notice patterns, create groups based on similarities/differences observed, and/or make predictions. Use magnets to group together objects that are attracted to the magnets. Put objects in water and see which ones float and which ones sink. Sort the objects that float together into a group. Drop objects of varying weights from varying heights to see what is different about how they fall.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
S.EO.PK4. Make predictions using prior knowledge and experience. Make predictions about weather. Decide if the class can go outside, making a prediction based on knowledge of the weather from the day before. Refer to something they heard read in a book to make predictions about what will happen (e.g., predict that bread they are baking will rise based on having heard a teacher read a book about how a bakery makes bread).	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Science Standard 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.	
S.SI.PK1. Show curiosity and ask questions about things they are interested in that can be answered through an investigation.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Ask questions about why things happen. Call attention to something they have observed and point out what they find interesting.	SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
S.SI.PK2. Describe some of the steps and/or materials needed for an investigation or experiment. Gather materials that are needed to investigate something in which they are interested. Make binoculars with their fists and hold up to their eyes to explain they need to get a closer look at birds during a nature walk.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
S.SI.PK3. Conduct simple investigations and gather information through observations to see what happens. Try out different actions to see what happens during play and other regular activities to informally investigate how things work or are related to each other. Participate in hands-on investigations with guidance from the teacher.	**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 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
Science Standard 3: Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.	
S.AC.PK1. Analyze observations from an investigation to develop an explanation or conclusion. Ask questions about how something works during an observation or investigation. Compare the results of an investigation that had more than one outcome (e.g., compare observations about plants grown in sunlight with observations about plants grown in the dark).	**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.

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Offer their own thoughts on what they observe at the end of an investigation.	
S.AC.PK2. Describe possible cause and effect relationships from observation or prior knowledge. Use words like “because,” “before,” “after,” and “during” while making an observation in an investigation. Explain why they think something changed or happened during an investigation. Use prior knowledge to develop ideas about what might have happened in an observation (e.g., after hearing a book read about how the sun helps plants grow, point out that plants grown in the dark did not grow because they did not have sunlight).	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.
Science Standard 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.	
S.SC.PK1. Create pictures, diagrams, or 3D models to represent plans for an investigation. Draw a picture to show how they will carry out an investigation (e.g., tools they will use, what they will do). Create a 3D model out of available materials to represent a process they are interested in or plan to investigate (e.g., use materials from their classroom to set up a model of an investigation).	**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.
S.SC.PK2. Illustrate or describe observations, results, and conclusions or explanations from an investigation or science-related activities.	**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.

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Sort separate piles of similar items based on what they observed during an investigation (e.g., put all of the items that floated in water together, separate from items that sank). Draw a picture or create a model to record the results of their investigation. Create a graph to illustrate results from an investigation (e.g., the number of items that sink or float when dropped into the water). Share if their prediction was correct or incorrect and why.	
S.SC.PK3. Use scientific content words during scientific inquiry and investigation. Use words like “investigate,” “discover,” “observe,” “experiment,” “cause,” “effect,” or “prediction.” Follow a picture chart that illustrates the steps of an investigation, using scientific vocabulary words to describe the process.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
S.SC.PK4. Use adjectives and scientific words to describe objects, materials, organisms, events, and processes. Use words like “heavy,” “light,” “fast,” “far,” “close,” “many,” “few,” “big,” “small,” “living,” or “nonliving” to describe what they have observed. Gather objects and describe them using adjectives that organize them by their similar features (e.g., items by texture that are rough, soft, or smooth).	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **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.
Technology	

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Technology Standard 1: Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology.	
T.TT.PK1. Identify a variety of digital technology tools and their uses. Name digital technology tools used in the classroom and/or at home (e.g., smartphones, tablets, computers). Pretend to type on a keyboard to send a message during dramatic play. Select a digital story book to read or to be read. Dictate a story to be typed into a computer or tablet.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
T.TT.PK2. Identify a variety of nondigital technology tools and their uses. Combine a row of blocks to serve as a ramp for cars and trucks in the block area. Invent and construct simple objects into more complex structures. Measure objects with rulers and write down the length or height. Engage in hands-on creative activities and other analog activities that are nondigital. Draw a picture using a stick in the dirt.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
T.TT.PK3. Identify a variety of assistive technology tools and their uses.	**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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Identify self, peers, family members, and/or teachers who use glasses to help them see. Notice the illustration of a child using a wheelchair during story time. Describe assistive technology they have noticed in the community (e.g., a person walking with a cane or wearing hearing aids).	
Technology Standard 2: Use technology for communication and to gather and share information.	
T.CT.PK1. Use technology to communicate information, with teacher assistance. Record a voice message or memo for a family member or loved one. Create a digital drawing. Help select letters on the keyboard to send a message. Dictate a message for a teacher to write to a family member or peer. Type a text message for a peer on a pretend smartphone. Draw a picture to communicate a message or idea.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
T.CT.PK2. Use technology to explore and answer questions about the world, with teacher assistance. Use a real or pretend camera to document and gather information during a photo hunt. Use voice technology to conduct an internet search. Use images online to learn about a new animal/habitat.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

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Visit a virtual zoo, museum, aquarium, or other location.	
T.CT.PK3. Use technology tools to share ideas. Select favorite pictures they have taken and show a peer. Ask the teacher to help them share an idea (e.g., send a picture of a structure they have built to a caregiver). Create a book with drawings and stories to document an experience.	**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.
Technology Standard 3: Demonstrate safe and responsible use of technology and resources.	
T.SU.PK1. Practice safe behavior while using digital tools and accessing resources. Use headphones or speakers at appropriate volume not to damage hearing. Follow basic verbal or visual prompts while learning new programs. Gently use a mouse or keyboard when using a real or pretend computer. Open and navigate familiar digital learning programs. Operate different technology tools (e.g., keyboard, touch screen, mouse, voice activated).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
T.SU.PK2. Handle digital technology with care and responsibility. Turn the power on/off for a familiar technology device in the classroom.	**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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Understand that an adult may need to plug something in to charge the device. Adjust the volume, or wear headphones without assistance. Use a timer to limit screen time. Handle technology with care and with basic routines established by the teacher. Demonstrate fine motor dexterity when manipulating the keyboard or mouse. Develop hand-eye coordination.	
T.SU.PK3. Recognize that passwords (or codes) are used to access digital technology. Respect limits placed by the teacher to safely engage with technology.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
T.SU.PK4. Recognize that digital devices influence our world and change over time. Recognize the impact of digital access and how that provides more information and opportunities for them.	**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.
Creative Expression	
Creative Expression Standard 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.	
C.AP.PK1. Indicate interest or preferences in creative art forms.	**CA 1a Music: Expresses through music**

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Choose to draw or paint during free choice activities. Engage in role play with friends in the dramatic play center. Request a favorite song at circle time. Repeat a dance movement they saw or participated in earlier.	CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process.
C.AP.PK2. Creatively express themselves through different forms of art. Make different types of movement to illustrate different emotions as the teacher plays music. Draw or paint a picture to illustrate an idea or emotion. Express new ideas or emotions when pretending during dramatic play.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 2a Dance & Movement: Expresses through dance** CA 2a.6 Expresses ideas, feelings and stories through creative movement. **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 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
C.AP.PK3. Show respect for the creative work of others. Point out their favorite painting on display in the classroom. Clap for friends' puppet show performance. Express interest in and ask questions about peers' artwork. Describe or point out features they may dislike about someone's art while using polite words.	**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. **SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self.

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C.AP.PK4. Use simple vocabulary words specific to the art form to express thoughts about artistic creations. Describe the colors, patterns, textures, and materials used to create a visual work of art (e.g., “It has bright colors and big lines,” “This is made of smooth clay”). Name musical instruments available in the classroom. Identify the costumes and props needed to act out a favorite story.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
C.AP.PK5. Describe, comment on, and ask questions about visual art, music, dance, and drama. Recognize various art forms (e.g., photographs, statues, paintings, drawings). Describe a type of dance or movement that they enjoyed. Show or tell the steps used in making their own works of art.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **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.
Creative Expression Standard 2: Choose to participate and express themselves through a variety of creative and artistic experiences.	
C.SE.PK1. Make different musical tones and rhythms using voice, body, or instrument. Clap hands to create a beat during a rhyming activity. Play singing games with peers or as part of a group activity. Describe the tempo of a favorite song by saying that it is “fast” or “slow.” Experiment with vocalizing in response to a story or song.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.4 Controls voice to mimic the melodic direction.

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C.SE.PK2. Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others. Request favorite songs or fingerplays at group time. Engage peers in musical games and activities throughout the day. Sing songs or hum tunes to self during free choice activities.	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
C.SE.PK3. Select and listen to a variety of songs from diverse cultures. Request to sing songs representing diverse cultures during circle time. Share a song that they sing with their family at home. Clap, move, and/or sing along with songs from diverse cultures played throughout the day.	**CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
C.SE.PK4. Identify and play a variety of musical instruments. Participate in a rhythm instrument band. Accompany simple music with instruments or clapping. Name the musical instruments available in the classroom.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.
C.SE.PK5. Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics. Experiment with changing pitch and volume on a song learned in class. Substitute new words when singing a familiar song.	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.

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C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities. Move to music in individual and group dance/movement activities. Respond to changes in music tempo by changing how they are moving (e.g., speed up when the music gets faster). Dance and clap to a drumbeat or a rhythm band.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.
C.SE.PK7. Express self creatively through movement. Move or dance to act out a specific idea or emotion. Demonstrate imagination through creative movement in pretend play (e.g., cat pouncing on ball, frog hopping to lily pad, rocket launching into space).	**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 2a.6 Expresses ideas, feelings and stories through creative movement.
C.SE.PK8. Act out scenes based on books, stories, songs, everyday life, or imagination during play. Listen to stories and use them as a jumping-off point for dramatic play. During activity time, make up new roles from experiences and familiar stories. Direct peers and/or follow directions from peers in creating dramatic play scenarios. Pretend to be their favorite character from a familiar story or show.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 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.
C.SE.PK9. Use dress-up clothes or costumes and other props in dramatic play. Select a costume that portrays a role or character that they are acting out.	**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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Use props during dramatic play to act out a role or character.	CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
C.SE.PK10. Assume the role of a familiar person, animal, or thing and talk in the language/tone appropriate for that person, animal, or thing. Pretend to be a favorite animal by moving and making sounds like the animal (e.g., meowing like a cat, stomping like an elephant). Experiment with changing vocal pitch to pretend to be the teacher or another familiar adult.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
C.SE.PK11. Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model. Create a work of art that expands on an experience (e.g., draw animals after a field trip to the zoo, draw a picture of what they did with their family for a cultural holiday). Paint, draw, sculpt, or create a collage to depict a favorite character from a familiar story. Select specific colors and create drawings or paintings to portray current mood or a range of moods or emotions.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Creative Expression Standard 3: Use creative arts as part of other learning activities.	
C.CD.PK.1. Participate in music activities that include math, science, and/or early literacy knowledge. Clap or play an instrument to count up to 20. Sing or gesture along with a song about the seasons.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1c Music: Develops tone**

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Participate in musical games that explore vocabulary and word knowledge.	CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
C.CD.PK.2. Participate in creative arts activities from different cultures. Participate in dances from different countries and cultures. Explore musical instruments and songs from different countries. Create visual artwork inspired by creative arts from a particular culture or country.	**SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
C.CD.PK.3. Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities. Paint or draw a picture to illustrate a theme from dramatic play. Dance or move to the beat as they play rhythm instruments.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **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.
C.CD.PK.4. Use visual arts activities as a means to express feelings, thoughts, knowledge, and skills in content areas such as language arts, science, and math. Communicate a song's meaning and intent through drawing or painting. Identify color, shape, and texture through art experiences.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images.

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Draw or paint to represent a specified number (quantity), a plant or animal, or a process from the natural world.	
Mathematics	
Mathematics Standard 1: Demonstrate knowledge of numbers, numerals, and quantity.	
M.NQ.PK1. Recite numbers from 1 to 20. Sing songs and participate in chants that include saying the number sequence between 1 and 10. Rote count up to 20. Say or sign the numbers from 1 to 20 in the correct order.	**M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty.
M.NQ.PK2. Count backward from 5 to 1. Participate in fingerplays, such as “Five Little Monkeys,” that require counting backward. Count backward from 5 to 1 during play to launch a pretend rocket ship. Count backward from 5 to 1 as the teacher holds up all of their own fingers on one hand and takes away one at a time.	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.
M.NQ.PK3. Give the next number name in the number series up to 10. Provide the correct answer to the question “What comes next?” during a classroom counting activity. Offer the next number in the series as a peer is counting out napkins for snack.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.

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Identify the next number in a series of numbers up to 10.	
M.NQ.PK4. Recognize mistakes in others' counting and self-correct own counting. Re-label as "five" a set of blocks incorrectly counted as four. Self-correct counting when playing. Provide the correct number order for a peer who has skipped numbers in their rote or object counting.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
M.NQ.PK5. Identify and use numbers related to order or position from first to fifth. Correctly select the fourth bear from a row of counting bears. Correctly respond to the question "Who is the third child in line?" as the class prepares to go outside.	**M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
M.NQ.PK6. Count up to 10 objects saying the number name in the correct order and pairing each object with one and only one number name. Use counting and numbers as part of play as a means for determining quantity. Count a group of six dolls by moving each one as they are counted to keep track of those counted and those remaining. Touch each block and say the number name as they count a set of four blocks.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.

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M.NQ.PK7. Count using one-to-one correspondence and answer "How many?" questions for a group of up to 10 objects arranged in a straight line. Correctly count a set of seven blocks arranged in a line to provide the answer to the teacher's "how many" question. Count out three cars by giving one to each child to answer a peer who asked how many cars they will need for everyone in the group to have one. Count each object once.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
M.NQ.PK8. Instantly recognize and name the number of objects in a set up to five. Correctly answer the "how many" question when briefly shown a group of four objects, and correctly answer again when the objects are in different configuration. Subitize the number of objects without actually counting them. Play a dice game with peers and quickly determine how many spaces to move after rolling the die. Correctly answer the "how many" question when briefly shown a card with up to five dots and count to check accuracy.	**M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
M.NQ.PK9. Manipulate a set of objects to count out a specified or target number of up to 10 objects. Correctly count out a set of objects based on questions such as, "Can you give me five blocks?" Create a set of objects that has the same number of objects in a set that is provided as an example.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.

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M.NQ.PK10. Correctly identify the remaining number of objects in a set of up to four objects after one object is added or taken away. Have four objects and give one to a peer, and then correctly answer a teacher who asks, “How many do you have now?” Have one object and get an additional object from a basket, and then say, “I have two now!”	**M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.
M.NQ.PK11. Compare two or more sets of up to 10 objects and accurately identify which sets are equal and which have more or fewer objects. Correctly select the set that has more objects when shown two sets, one with five and the other with eight objects. Identify the concepts of “more than, less than” when comparing two groups of objects. Correctly select two equal sets when shown two sets with the same number of objects and one set with more/fewer objects.	**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.NQ.PK12. Recognize and read some of the numerals between 0 and 10. Point to the correct numeral in response to teacher questions in group and individual reading activities. Recognize and say or sign the number word for numerals in the environment.	**M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.
M.NQ.PK13. Match the number of objects in a set to the correct numeral between 1 and 5.	**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.

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Match five blocks to the numeral 5 in a small-group or individual activity. Count the number of friends in an activity center and match it to the numeral posted for that center.	
M.NQ.PK14. Write, draw, or create objects to represent the numerals between 0 and 5. Draw objects to match the numeral presented in a small-group activity. Dictate the number of lines for a teacher to make on the paper to represent a numeral.	**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.
Mathematics Standard 2: Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.	
M.PO.PK1. Sort objects by attributes such as size and shape. Separate the square blocks from the triangular blocks during play. Sort a group of objects more than one way. Sort toys from smallest to largest. When gathering up balls on the playground, sort the big balls into one box and the small balls into another box.	**M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
M.PO.PK2. Recognize, replicate, and extend simple repeating patterns. Identify patterns that repeat themselves (e.g., red, orange, red, orange).	**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.

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Line up tiles, markers, or other objects to match an example that has a color pattern (e.g., blue, red, green), and then add additional colored objects to repeat the same pattern (e.g., blue, red, green, blue, red, green). Repeat a pattern according to color, size, or shape while using manipulatives or stringing beads. Predict what comes next when shown a simple AB pattern.	
M.PO.PK3. Create own simple pattern and identify the core unit of the repeating pattern. Line up blocks, cars, and balls in a row and identify the repeating pattern for a peer (e.g., block, block, ball, car, block, block …). Make marks in a row using different colored markers or crayons to create a repeated color pattern and say or sign the order of the repeating color pattern.	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.
M.PO.PK4. Solve simple addition and subtraction problems (where the answer is five or less), using objects to represent the problem. Participate in group fingerplays or rhymes that illustrate simple addition and subtraction with fingers or objects. Identify the number of blocks in a stack or row as they add or take away one. Correctly answer “how many” questions when a teacher asks about adding an object to or taking an object away from the group/set of objects that children are playing with. Count a group of three objects and a group of two objects and determine they have five objects.	**M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.

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Mathematics Standard 3: Demonstrate the ability to measure and compare by size and volume.	
M.ME.PK1. Compare or order up to five objects based on their measurable attributes, such as height or weight. Arrange blocks by height and describe the differences. Compare the weight of two dolls and comment on which is heavier. Arrange a group of blocks from shortest to longest.	**M 4a Measurement: Measures and estimates** M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
M.ME.PK2. Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest). Arrange a group of blocks from shortest to longest. Measure water, sand, or other materials in a sensory bin with different containers or measuring cups. Determine which peers are shorter or taller than each other.	**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.ME.PK3. Measure the length of an object using another object or group of objects. Measure objects in the classroom or during outside time. Create a line of blocks to measure a doll, box, or other classroom object. Decide how many blocks it will take to measure the length of the classroom.	**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.
Mathematics Standard 4: Analyze and compare common shapes and use knowledge of position in space.	

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M.GS.PK1. Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation. Identify circles, squares, rectangles, and triangles in signs or pictures around the classroom. Use basic shapes when drawing pictures. Find examples of different sizes of circles or other shapes in the environmental print or materials in the classroom.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.
M.GS.PK2. Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles. Describe squares by the number of sides and angles when identifying blocks or shapes in books or in the environment. Select the triangle-shaped block when asked to pick a block with three sides and explain why the specific block was selected.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.
M.GS.PK3. Identify basic 2D and 3D shapes in the environment. Name basic shapes embedded in more complex figures in the classroom environment (e.g., signs, pictures). Use playdough, clay, and other loose parts materials to create 2D or 3D structures. Identify cones, cylinders, and spheres in the classroom and playground environments.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes.
M.GS.PK4. Create and build shapes from components. Combine triangular blocks to form squares or rectangles.	**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.

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Select different shapes of tiles to form the representation of an object such as a house or snowman.	**M 2a Spatial Awareness: Understands how objects move in space.** M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
M.GS.PK5. Select, combine, rotate, and flip shapes to match an example. Match an example that shows different shapes by selecting and arranging tiles or cutouts of varying shapes in the same positions as the example. Create a tower of different shapes of blocks to match an example tower built by the teacher.	**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 2a Spatial Awareness: Understands how objects move in space.** M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.
M.GS.PK6. Understand and use language related to directionality and the position of objects. Correctly identify the position of objects or shapes that are above or below other objects or shapes in the classroom environment, books, and pictures. Use objects in the class to show positions (e.g., cars on top of, off, inside, below, beside the blocks). Follow directions for how to move in a direction or change their position relative to an object (e.g., “Put your hand on top of the book,” “Stand beside the chair”).	**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. M 2b.5 Explains the location of an object in relation to another object.

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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.

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

Mathematics

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