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Alignment of the

Experience Developmental Continuum of Skills

with

New Hampshire Early Learning Standards

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

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

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

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

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



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






New Hampshire Early Learning Standards: Birth through Five (2015)	Experience Early Learning Developmental Continuum
Social and Emotional Development	
Self-Concept and Social Identity	
Self-esteem	
Birth to Nine Months Smile or are comforted when a trusted caregiver speaks kindly to them	**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 Months to Eighteen Months Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)	**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.
Eighteen to Twenty-Four Months Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)	**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.
Twenty-Four to Thirty Months Show delight in their abilities	**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.
Thirty Months to Three Years Call attention to themselves in photographs or videos	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts.
Three Years Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self.

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Four- and Five-Year-Olds Continue to seek adult attention and recognition of what they know and can do Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”)	**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.
Self-confidence	
Birth to Nine Months Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)	**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 Months to Eighteen Months Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.)	**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.
Eighteen to Twenty-Four Months Show more awareness of their abilities	**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 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
Twenty-Four to Thirty Months Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle’s nana spoons food onto his plate and Kyle says, “Me do it!” and reaches for the spoon.)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.

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	SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Thirty Months to Three Years Show independence and competence	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Three Years Begin to experiment with their own potential and show confidence in their own abilities	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Four- and Five-Year-Olds Are confident, self-directed, purposeful and inventive in 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 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Social identity	
Birth to Nine Months By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)	**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.
Nine Months to Eighteen Months Show preference for their family members and primary caregivers	**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.

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Eighteen to Twenty-Four Months Mimic adult behavior and responses to other people	**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.
Twenty-Four to Thirty Months Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as “boy” or “girl.”)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Thirty Months to Three Years Identify or point to characters that resemble themselves or their family members in books or magazines	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Three Years Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, “I’m a girl, so I can be a mommy someday.”)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Four- and Five-Year-Olds Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”) Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Attachment	
Relationships with primary caregivers	

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Birth to Nine Months Demonstrate interest in familiar adults and develop strong attachment to primary caregivers	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Nine Months to Eighteen Months Rely on trusted adults to feel secure trying new activities	**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.
Eighteen to Twenty-Four Months Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Twenty-Four to Thirty Months Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.
Thirty Months to Three Years Continue to need adult approval and validation but show more competence	**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.
Three Years Respond appropriately to social and emotional cues of adults	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **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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Four- and Five-Year-Olds Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults Seek adult help when needed for emotional support, physical assistance, social interaction, and approval Imitate familiar adults in culturally appropriate ways in everyday situations	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.
Relationships with less familiar adults	
Birth to Nine Months Are able, over time, to differentiate between familiar and unfamiliar adults	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Nine Months to Eighteen Months Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Eighteen to Twenty-Four Months Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says “hi” to him.)	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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	SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Twenty-Four to Thirty Months Dependent on experience, may show more interest in unfamiliar adults, but are still cautious	**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.
Thirty Months to Three Years Are more comfortable around unfamiliar adults	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
Three Years May initiate contact with unfamiliar adults, when familiar adults are nearby	**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.
Four- and Five-Year-Olds Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults Seek adult help when needed for emotional support, physical assistance, social interaction, and approval Imitate familiar adults in culturally appropriate ways in everyday situations	**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.
Social Competence	
Relationships and social skills with peers	
Birth to Nine Months	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.

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Demonstrate increasing awareness of other children (E.g. While lying on a blanket close to her, Carlos reaches for Becca's arm.)	
Nine Months to Eighteen Months Show interest in other children	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.
Eighteen to Twenty-Four Months Play alongside other children, with or without acknowledging their presence	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
Twenty-Four to Thirty Months Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, "Run, run," to several other children on the playground.)	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers.
Thirty Months to Three Years Begin to play cooperatively for brief periods with other children	**SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Three Years Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, "No, go away.")	**SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

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Four- and Five-Year-Olds Approach others with expectations of positive interactions Build skills needed to participate successfully as a member of a group, such as taking turns Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance Develop friendships, sometimes based on shared interests or characteristics	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. **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.
Recognition of others' feelings	
Birth to Nine Months May cry when another baby cries	**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 Months to Eighteen Months Show awareness in other people's emotions	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Eighteen to Twenty-Four Months Demonstrate interest in the feelings of another child	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.2 Explores different facial expressions, such as in pictures.
Twenty-Four to Thirty Months May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Thirty Months to Three Years	**SED 3d Social relationships: Identifies and respects emotions of others**

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Begin to display empathy towards other children	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Three Years Begin to label others' feelings and recognize reasons for those feelings	**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.
Four- and Five-Year-Olds Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")	**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.
Behavioral regulation	
Birth to Nine Months Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Nine Months to Eighteen Months Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.)	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Eighteen to Twenty-Four Months With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)	**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 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.

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Twenty-Four to Thirty Months With adult guidance, can begin to tone down aggressive behaviors.	**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.
Thirty Months to Three Years Show increased self-regulation and awareness of how their actions affect others	**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 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
Three Years Follow classroom rules and routines with guidance	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Four- and Five-Year-Olds Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach’s car, but stops himself and asks, “Can I use that when you’re done?”)	**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.
Emotional Competence	
Emotional expression	
Birth to Nine Months Express enjoyment and unhappiness in their environment	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Nine Months to Eighteen Months	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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Begin to express a variety of feelings through vocalizations, facial expressions, and body movements	
Eighteen to Twenty-Four Months May express their feelings strongly including extended episodes and may not be easily distracted	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Twenty-Four to Thirty Months Share their feelings through talking and pretend play	**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.
Thirty Months to Three Years Verbally relate their needs, wants, and feelings to others	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Three Years Express their feelings verbally with greater frequency	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.
Four- and Five-Year-Olds Demonstrate increasing competencies in recognizing and describing their own emotions Explore emotions in various ways (through play, art, music, and dance)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.
Emotional regulation	
Birth to Nine Months	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.

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By 9 months, stop crying when their needs are met or they expect their needs to be met	
Nine Months to Eighteen Months Follow their caregiver to keep him/her in sight	**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.
Eighteen to Twenty-Four Months Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)	**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.
Twenty-Four to Thirty Months Have difficulty regulating strong feelings	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Thirty Months to Three Years Begin using words to describe their feelings while still expressing strong emotions	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings.
Three Years Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")	**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.
Four- and Five-Year-Olds May still have difficulty regulating strong emotions Increasingly use words instead of actions to express their emotions	**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 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.

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Language Development and Emergent Literacy	
Listening Comprehension	
Receptive verbal communication	
Birth to Nine Months Show interest in the speech of others and prefer familiar voices	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking.
Nine Months to Eighteen Months Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.")	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Eighteen to Twenty-Four Months May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, "It's time to eat.")	**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.
Twenty-Four to Thirty Months Show by their actions that they understand simple one-step directions (E.g. When her teacher says, "Put on your coat," Doretta picks up her coat and puts her hand in the sleeve.)	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Thirty Months to Three Years Respond to simple questions	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
Three Years	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.

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Show awareness of others' comments or statements that have to do with them (E.g. Milo shouts, "Don't want to go to the doctor!" after overhearing his parents talk about his illness.)	
Four- and Five-Year-Olds Listen with understanding to stories, directions, and conversations Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Non-verbal Communication	
Non-verbal communication	
Birth to Nine Months Use various sounds and movements to communicate	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate.
Nine Months to Eighteen Months Communicate using consistent sounds, gestures, and facial expressions	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate.
Eighteen to Twenty-Four Months Understand others' nonverbal symbolic cues such as nodding for yes or shaking head for no	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate.
Twenty-Four to Thirty Months Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, "No, no, no.")	**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.
Thirty Months to Three Years	**LLD 2a Communication: Uses language to express information and ask/answer questions**

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Begin to understand other children's nonverbal social cues	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **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.
Three Years Notice other children's body language and try to interpret it	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Four- and Five-Year-Olds Understand non-verbal cues Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	**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 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Communication Concepts	
Pragmatics and social language	
Birth to Nine Months Use sounds to get adult attention and to engage adults	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting.

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	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.
Nine Months to Eighteen Months Begin to use single words to communicate	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
Eighteen to Twenty-Four Months Convey a variety of meanings through simple vocabulary (E.g. Jeff says “milk,” which can mean, “I want milk,” “I’m finished drinking milk,” or “I spilled my milk.”)	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
Twenty-Four to Thirty Months Use language for a variety of functions	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Thirty Months to Three Years Can participate in simple conversational exchanges, usually with adults	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange.
Three Years	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.

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Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)	
Four- and Five-Year-Olds Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”) With adult support, can take turns in conversations and group discussions	**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.
Verbal Expression	
Vocabulary development	
Birth to Nine Months At this age children are not communicating with words	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate.
Nine Months to Eighteen Months Produce their first word and may have a vocabulary of up to 15 words	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment.
Eighteen to Twenty-Four Months Combine two words to express wants or needs (E.g. As Harper walks to the car she says, “Car go.”)	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment.
Twenty-Four to Thirty Months Demonstrate a burst of new vocabulary words, which they may or may not use correctly	**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.
Thirty Months to Three Years	**LLD 2d Communication: Uses and expands vocabulary**

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Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)	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.
Three Years Continue to build their vocabulary including more descriptive words	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Four- and Five-Year-Olds Use increasingly complex and varied vocabulary and language Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.)	**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.
Expressive language or speaking	
Birth to Nine Months Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.
Nine Months to Eighteen Months Move from imitating single words to beginning to use single words to communicate	**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 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds.
Eighteen to Twenty-Four Months	**LLD 2a Communication: Uses language to express information and ask/answer questions**

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Begin to use words to communicate and may combine two to three words to form short phrases or sentences	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **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.
Twenty-Four to Thirty Months Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, “I climbed up stairs!”)	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences.
Thirty Months to Three Years Use more connecting words, such as “and” or “then”	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
Three Years Can relate a simple story (E.g. When asked about her day, Rhianna says, “I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.”)	**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 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
Four- and Five-Year-Olds Speak clearly enough to be understood	**LLD 2a Communication: Uses language to express information and ask/answer questions**

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Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.) Ask questions and initiate and respond in conversations with others Tell stories with multiple characters and events	LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.6 Initiates conversation with adults and peers. **LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
Emergent Reading	
Participation in language and literacy activities	
Birth to Nine Months Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother’s lap and looks and pats her hand on the book that her mother is reading.)	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read.
Nine Months to Eighteen Months Enjoy being read to and may seek opportunities to be read to and to interact with books	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
Eighteen to Twenty-Four Months May show preferences for specific books and turn pages at the appropriate time with adult assistance	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.
Twenty-Four to Thirty Months	**LLD 6a Reading Comprehension: Responds to text**

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While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the 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.
Thirty Months to Three Years Enjoy being read to and looking at books independently; May say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, Brown Bear, Brown Bear, as her teacher reads it to her.)	**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.
Three Years May describe what’s happening in the pictures while turning the pages in a familiar book	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories.
Four- and Five-Year-Olds Learn new information from books being read to them Ask for a story to be read and respond to stories told or read aloud Respond to adult questions about a book or story Ask questions about a book or story Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. **LLD 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.
Narrative and story sense	

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Birth to Nine Months Look at the face of an adult describing the sequence of what will happen next (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	**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.
Nine Months to Eighteen Months Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.)	**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.
Eighteen to Twenty-Four Months Can recognize that a story is beginning from a clue such as 'Once upon a time'	**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.
Twenty-Four to Thirty Months May relay or retell simple 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.
Thirty Months to Three Years Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Three Years Relate or retell stories with more parts	**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.
Four- and Five-Year-Olds Guess what will happen next in a story using pictures as a guide	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.

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Tell their own stories	**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.
Comprehension and interpretation	
Birth to Nine Months Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story	**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.
Nine Months to Eighteen Months May focus on certain elements in the illustrations, but often skip pages or focus on a particular page	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Eighteen to Twenty-Four Months Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, Jump Frog Jump.)	**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.
Twenty-Four to Thirty Months Identify with a particular character or scene (E.g. When listening to the book, Where’s My Teddy Said Eddie, Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.)	**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.
Thirty Months to Three Years Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	**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 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.

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Three Years Can ask and answer simple questions about the story	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Four- and Five-Year-Olds Represent stories told or read aloud through a variety of media or in play Use their own words to retell a simple familiar story while looking at a book Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	**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.
Interest in and appreciation of reading	
Birth to Nine Months Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads Ten Little Fingers and Ten Little Toes.)	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read.
Nine Months to Eighteen Months Bring a book to an adult to be read to and/or respond positively to an adult's offer to read	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
Eighteen to Twenty-Four Months Name and/or ask for favorite book and may show preference for books on certain topics	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page.
Twenty-Four to Thirty Months	**LLD 6a Reading Comprehension: Responds to text**

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May ask an adult to read the same book repeatedly	LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Thirty Months to Three Years Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Three Years Say what they like about a favorite book	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Four- and Five-Year-Olds Select favorite books, authors, or illustrators Request or respond to informational books on favorite topics	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)	
Birth to Nine Months Respond to sounds and words heard often	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking.
Nine Months to Eighteen Months Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking.

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Eighteen to Twenty-Four Months Enjoy chants and songs and books that rhyme	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Twenty-Four to Thirty Months Enjoy chants and songs and books that rhyme	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Thirty Months to Three Years Participate in chants and songs and books that rhyme	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted.
Three Years Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games.
Four- and Five-Year-Olds Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”) Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”) Can distinguish the beginning sounds of some words	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.
Book awareness	
Birth to Nine Months Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)	**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.

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Nine Months to Eighteen Months Look at pictures in books, but often treat books like other toys and objects in the environment	**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.
Eighteen to Twenty-Four Months Hold the book properly and turn pages, sometimes several at a time	**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.
Twenty-Four to Thirty Months Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, “Spider book.”)	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Thirty Months to Three Years Can turn the book to the first page for an adult to begin reading and close the book and say, “The end”	**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.
Three Years Understand proper handling of books to avoid damage and help repair books, with adult support	**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.
Four- and Five-Year-Olds Identify parts of books such as cover, first page, and title Understand that print carries a message	**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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Emergent Writing	
Print and alphabet awareness	
Birth to Nine Months Note: Children at this age are not aware of print as being distinct from anything else in their environment.	**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.
Nine Months to Eighteen Months May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, “Oh, Oh!”)	**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.
Eighteen to Twenty-Four Months Can show awareness of and recognize some print in the environment	**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.
Twenty-Four to Thirty Months Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, “There’s my name.”)	**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.
Thirty Months to Three Years Point to print and ask, “What does that say?” or ask someone to write for them	**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.
Three Years Begin to recognize their own name and may notice words that start with the same letter as their own name	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

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	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name.
Four- and Five-Year-Olds Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims,"Hey, Autumn starts the same as me!") Begin to associate sounds with words or letters Understand that specific symbols are used to communicate in writing	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
Interest in and emergent writing	
Birth to Nine Months Note: Children at this age are not aware of writing.	**LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material.
Nine Months to Eighteen Months Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	**LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Eighteen to Twenty-Four Months Gain more control over the kinds of marks they make (lines vs. circular marks)	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools.
Twenty-Four to Thirty Months Scribble and draw and see these as the same	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

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Thirty Months to Three Years Use their increased fine motor control to control the size and shape of their scribbles	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.
Three Years Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)	**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.
Four- and Five-Year-Olds Understand that writing is a way of communicating Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas Engage in writing using letter-like symbols to make letters or words Begin to copy or write their own name	**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. **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.
Cognitive Development – Early Numeracy	
Number Operations	
Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting	
Birth to Nine Months Develop an awareness of one or more than one (E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.)	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight.

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Nine Months to Eighteen Months Begin to understand the concepts of “more” and “all gone” and begin to request “more” or indicate “no more” verbally or non-verbally	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects. **M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting.
Eighteen to Twenty-Four Months Can use number words in songs and finger plays without understanding that numbers represent quantity	**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 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order.
Twenty-Four to Thirty Months Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, “Two toys.”)	**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.
Thirty Months to Three Years Begin to initiate one-to-one matching for four or fewer items	**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.
Three Years Show an interest in counting 1 to 10, may hold up fingers to indicate quantity	**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**

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	M 1d.3 Recognizes amounts up to three without counting. **M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten.
Four- and Five-Year-Olds Develop progressively more complex knowledge and skills about numbers, in the following sequence*: Identify by sight how many are in a small group of up to 3 items Demonstrate understanding of one-to-one correspondence Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”) Count objects in two different collections (up to ten in each) to determine which is the larger one Can answer the question “What comes after...” a number without having to recount (E.g. When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.) Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”) *While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age. Begin to recognize and attempt to write numerals up to 10	**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.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 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **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 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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Geometry and Spatial Sense	
Shapes and their attributes, position, comparing and contrasting two or more objects, and distance	
Birth to Nine Months Develop an understanding of where things are in their environment	**M 2b Spatial Awareness: Determines object location** M 2b.1 Participates as caregiver raises arms or legs and says up/down.
Nine Months to Eighteen Months Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.)	**M 2b Spatial Awareness: Determines object location** M 2b.1 Participates as caregiver raises arms or legs and says up/down.
Eighteen to Twenty-Four Months Demonstrate an understanding of simple position words (E.g. Hayden climbs a hill and says, “Me on top!”)	**M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Twenty-Four to Thirty Months Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, “I’m next to you.”)	**M 2b Spatial Awareness: Determines object location** M 2b.3 Finds or places objects next to, between, in front of or behind self.
Thirty Months to Three Years Use comparison words and position words correctly	**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.
Three Years Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, “Look, my paper plate is a circle!”)	**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 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes.
Four- and Five-Year-Olds	**M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.

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Use words that show understanding of order and position of objects Identify and name common shapes Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”) Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. 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.
Measurement	
Size, volume, quantity, and other measurable qualities, and the tools to measure them	
Birth to Nine Months Explore and begin to notice differences in temperature of objects in their environment	**M 4a Measurement: Measures and estimates** M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Nine Months to Eighteen Months Show some awareness of the relative size of objects in their environment	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.
Eighteen to Twenty-Four Months Explore the concept of volume (E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.
Twenty-Four to Thirty Months	**M 4a Measurement: Measures and estimates**

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Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light	M 4a.3 Determines which object is bigger when given two to three objects. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Thirty Months to Three Years Recognize that objects and people can be measured (E.g. Brianna asks her mother, “How big am I?”)	**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.
Three Years Use non-standard tools to measure, with adult assistance (E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child’s hand.)	**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.
Four- and Five-Year-Olds Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”) Make comparison such as bigger or smaller between two groups of objects Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	**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 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. **SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events.

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Patterns and Relationships	
Recognizing or creating planned or random repetitions and comparisons	
Birth to Nine Months Engage in sustained gazing at objects or people, or track movement with their eyes	**M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.
Nine Months to Eighteen Months Explore similarities and differences among objects in their environment	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. **M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.
Eighteen to Twenty-Four Months Show awareness of objects and pictures that are the same	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. **M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.
Twenty-Four to Thirty Months Show awareness of and interest in patterns	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment.
Thirty Months to Three Years Recognize simple patterns (E.g. Malik looks at the plastic animals on the shelf and says, “Mommy, baby, mommy, baby.”)	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern.
Three Years Extend simple patterns	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.
Four- and Five-Year-Olds	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.

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Order or sequence several objects based on one characteristic Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	**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.
Data Collection and Analysis	
Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world	
Birth to Nine Months Focus attention to people or objects in their environment for a period of time	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Nine Months to Eighteen Months Focus on details in people and objects in their environment	**M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.
Eighteen to Twenty-Four Months Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.)	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Twenty-Four to Thirty Months Can find people and objects that are the same based on one attribute	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Thirty Months to Three Years Notice that objects can be classified in different ways based on different attributes (E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)	**M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature.
Three Years Sort objects or people into subgroups by one attribute	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.

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Four- and Five-Year-Olds Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”) Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	**M 6 Classification: Sorts and graphs** M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. **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.
Time and Sequence	
Concept of time as it relates to daily routines, and sequencing of events	
Birth to Nine Months Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)	**SS 4 History & Sense of Time: Develops sense of time** SS 4.1 Focuses on interactions with others for a short time.
Nine Months to Eighteen Months Demonstrate some understanding of when things happen in relation to routines	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Eighteen to Twenty-Four Months Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.)	**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.
Twenty-Four to Thirty Months Show increased knowledge and memory for daily routines	**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	**SS 4 History & Sense of Time: Develops sense of time**

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Can anticipate what will happen next in daily routines	SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. **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.
Three Years Can remember and describe daily sequence of events	**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.
Four- and Five-Year-Olds Begin to differentiate between yesterday, today, and tomorrow	**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.
Cognitive Development – Science and Social Studies	
Key Concepts	
Object permanence	
Birth to Nine Months Track moving objects and begin to understand that people and objects no longer in sight still exist	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Nine Months to Eighteen Months Show understanding that people and objects no longer in sight still exist (E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.)	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.

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Eighteen to Twenty-Four Months Can find objects that are not in sight	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Twenty-Four to Thirty Months Ask for people or things that are not in sight	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Thirty Months to Three Years Enjoy hiding games	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Three Years Play simple memory games	**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.
Four- and Five-Year-Olds Talk about things or people that are not present Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events.
Exploring the Physical World	
Physical world	
Birth to Nine Months Explore objects in various ways using their senses	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Nine Months to Eighteen Months	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
Eighteen to Twenty-Four Months Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
Twenty-Four to Thirty Months Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
Thirty Months to Three Years Focus on small details in indoor and outdoor environment (E.g. Esme lays on the grass and watches an ant move.)	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Three Years Ask many questions about the physical world and investigate with adult guidance	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.

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Four- and Five-Year-Olds Begin to identify the properties of various living things and what living things need to be able to survive Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon) Show interest in caring for the earth and environment Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	**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 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.
Exploring the Social World	
Social conventions	
Birth to Nine Months Recognize cultural and social labels for people and relationships in their family	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers.
Nine Months to Eighteen Months Use culturally appropriate labels for people and relationships in their family	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.
Eighteen to Twenty-Four Months Recognize that there are routines and may test the expectations	**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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	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.
Twenty-Four to Thirty Months Participate in expected behavior including greetings and good-byes	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Thirty Months to Three Years Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, “No yelling in church.”)	**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.
Three Years Demonstrate and follow different customs in different settings	**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 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.
Four- and Five-Year-Olds Show interest in caring for the classroom environment Participate in developing classroom rules Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.) With guidance from adults, can engage in problem-solving to resolve difference in perspectives	**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 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SS 1b Culture & Community: Explores and respects cultures and traditions**

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	SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Self, family, and community	
Birth to Nine Months Recognize primary caregivers	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers.
Nine Months to Eighteen Months Interact with members of their household and their classroom Relates to social/emotional construct of relationships and social skills with peers	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers.
Eighteen to Twenty-Four Months Identify family members of other children in their class	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.
Twenty-Four to Thirty Months May sort items or toys into “families” and label with different roles in their own terms	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.
Thirty Months to Three Years Explore various roles in their home and classroom (E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.)	**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.
Three Years Ask questions about other people’s experiences in their families and communities	**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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	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.
Four- and Five-Year-Olds Know basic personal information Are aware of own family relationships and show curiosity about others' families Notice similarities and differences in people, families, and social groups Recognize some people, places, and occupations in their communities Act out family roles and occupations in dramatic play Show interest in issues of friendship and fairness	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community.
Cognitive Development – Approaches to Learning	
Inquiry and Exploration	
Curiosity and sensory exploration	
Birth to Nine Months Show awareness of occurrences in their surroundings and use their senses to explore people and objects	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Nine Months to Eighteen Months Explore objects using their senses and manipulate them in a variety of ways	**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.
Eighteen to Twenty-Four Months Continue to investigate people and objects as tools	**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.
Twenty-Four to Thirty Months Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Thirty Months to Three Years Continue to seek information through observation, exploration, and asking questions	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Three Years Persist in asking “Why?”	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Four- and Five-Year-Olds	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Observe, wonder, and/or ask questions, make guesses, and explore hypotheses Use senses and tools/technology to aid in investigation	SCI 1b.5 Observes, describes and records a scientific phenomenon. **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. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Cause and effect	
Birth to Nine Months Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Nine Months to Eighteen Months May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.)	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Eighteen to Twenty-Four Months Experiment with cause and effect while investigating their environment	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records**

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	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Twenty-Four to Thirty Months Repeat actions to create the same effect and add variations of those actions to see if the same thing happens	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Thirty Months to Three Years Anticipate and try to prevent another person's actions that will create undesirable effects	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **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".
Three Years Use variations on previous actions in new environments and with different objects to create new and desired effects	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.
Four- and Five-Year-Olds	**SED 4a Problem-Solving: Solves problems**

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Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.) Continue to experiment with cause and effect Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **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. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Reasoning and Problem Solving	
Theories about the world and how things work (Reflection, critical thinking, and trial and error)	
Birth to Nine Months Seek to make sense of what happens in their environment	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Nine Months to Eighteen Months Act out ideas about how things work by repeating and changing their actions (trial and error)	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Eighteen to Twenty-Four Months Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world (E.g. Margaret sees a horse for the first time and says, “Big doggie!”)	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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Twenty-Four to Thirty Months Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Thirty Months to Three Years Solve some problems without having to physically try out all possible solutions and may ask for help when needed	**SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Three Years Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Four- and Five-Year-Olds Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Play	
Imitation, risk taking, and experimentation	
Birth to Nine Months	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.

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Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Nine Months to Eighteen Months May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Eighteen to Twenty-Four Months Enjoy using their whole bodies in active play	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Twenty-Four to Thirty Months Try out new actions, roles, and words that they imitate from others	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Thirty Months to Three Years Take risks in big body play, expanding their physical abilities	**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. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Three Years Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to the doctor, Brett gives her doll a shot.)	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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Four- and Five-Year-Olds Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules Engage in pretend play with others to explore and understand life experience and roles Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **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.
Creativity, imagination, and inventiveness	
Birth to Nine Months Infants this young do not demonstrate creativity, imagination, and inventiveness in ways that adults can easily interpret	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.1 Shifts attention from one person or thing to another. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
Nine Months to Eighteen Months May invent ways to attract adult attention and engage with them (E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.1 Shifts attention from one person or thing to another. ATL 2a.2 Shifts attention from one task to another with prompting and adult support.
Eighteen to Twenty-Four Months	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.

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Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)	ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
Twenty-Four to Thirty Months Begin to engage in simple pretend games	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **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.
Thirty Months to Three Years Engage in more extended pretend play	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Three Years Invent stories and characters	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **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.
Four- and Five-Year-Olds Tell elaborate stories of their own invention or add details to stories Create games that continue to evolve as they plan Pretend to be characters from stories, books, television shows, movies, or their own invention	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4a Drama: Participates in dramatic and symbolic play**

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	CA 4a.4 Plays a role in group dramatic play. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Sense of delight and humor	
Birth to Nine Months Show pleasure in simple sensory games (E.g. AJ’s mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Nine Months to Eighteen Months Express delight in ways appropriate to their culture	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Eighteen to Twenty-Four Months Take delight in repetitive games and interactions (E.g. Bodhi and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, “again” and laughs when the teacher starts again.)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Twenty-Four to Thirty Months Are amused by incongruity (E.g. Jonah laughs hysterically when his father pretends to put Jonah’s shoes on his big feet.)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Thirty Months to Three Years	**SED 1d Self-Awareness: Identifies emotions**

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Play exuberantly	SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Three Years Laugh at themselves when they do something silly	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Four- and Five-Year-Olds Show delight in all aspects of play from planning to describing the experience May play with language including “bathroom” words Begin to understand simple jokes May share physical humor with one another	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games.
Executive Function	
Adaptability of thought processes, planning, and intentionality	
Birth to Nine Months Can act intentionally to achieve a goal (E.g. 8-month-old Oscar rolls across the floor to reach a toy.)	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem.
Nine Months to Eighteen Months Can carry out their own one-step plan (E.g. Penthia puts a hat on her head.)	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
Eighteen to Twenty-Four Months Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **CA 4a Drama: Participates in dramatic and symbolic play**

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	CA 4a.3 Uses words, actions and props to pretend.
Twenty-Four to Thirty Months Can try to figure out what is getting in the way of their plan	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Thirty Months to Three Years Plan their own simple activities and organize the materials they need	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Three Years Can adapt plans to incorporate new materials	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Four- and Five-Year-Olds Begin to show ability to adapt their plans when they can't follow through with their original idea Can adapt their plan to include other children with adult guidance Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.) May ask for help on own or with teacher prompting or seek more information when needed	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. **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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Working memory and focus and attention	
Birth to Nine Months Begin to maintain focus despite distractions during brief delays	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Nine Months to Eighteen Months Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.)	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Eighteen to Twenty-Four Months Stay focused on simple stories or books for brief periods of time	**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 Have increased attention spans for activities that interest them or that they initiate	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Thirty Months to Three Years Can maintain attention on their choice of activity until they have achieved their goal (E.g. Cheng draws one more line on her picture and says, "All done.")	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Three Years Can play simple memory games such as matching pictures on cards	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Four- and Five-Year-Olds Pay attention to and remember details	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.

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Keep track of more than one thing at a time Stay focused for longer periods of time on activities that interest them and return to those activities	
Motivation, initiative, and persistence	
Birth to Nine Months Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after her family's cat.)	**ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
Nine Months to Eighteen Months Explore objects that interest them with focus and persistence	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Eighteen to Twenty-Four Months Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.)	**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 Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.)	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
Thirty Months to Three Years Demonstrate the motivation to master simple tasks	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Three Years	**ATL 1b Attention & Persistence: Persists**

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Show initiative in a variety of ways including offering to help	ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **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 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Four- and Five-Year-Olds Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.) Take the initiative carrying out their own plans and persist until the goal is achieved May get frustrated if they cannot carry out their goals to the level of mastery they desire	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.
Symbolic Representation	
Representational process	
Birth to Nine Months Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Nine Months to Eighteen Months	**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.

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May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.)	
Eighteen to Twenty-Four Months Use an object to represent something else	**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.
Twenty-Four to Thirty Months Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **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.
Thirty Months to Three Years Understand that some signs in the community represent familiar places	**SS 3b Geography: Interacts with maps** SS 3b.4 Recognizes symbols or landmarks.
Three Years Are aware that some symbols represent words and numbers	**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. **M 1b Number Sense: Identifies and writes numerals** M 1b.2 Begins to identify numbers. Identifies the numeral 1.
Four- and Five-Year-Olds Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)	**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. **M 6 Classification: Sorts and graphs**

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Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”)	M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.
Cooperative Learning	
Cooperative learning	
Birth to Nine Months *No examples are provided at this age range in the NH Early Learning Standards.*	—
Nine Months to Eighteen Months *No examples are provided at this age range in the NH Early Learning Standards.*	—
Eighteen to Twenty-Four Months *No examples are provided at this age range in the NH Early Learning Standards.*	—
Twenty-Four to Thirty Months *No examples are provided at this age range in the NH Early Learning Standards.*	—
Thirty Months to Three Years *No examples are provided at this age range in the NH Early Learning Standards.*	—
Three Years	—

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No examples are provided at this age range in the NH Early Learning Standards.	
Four- and Five-Year-Olds Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	**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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
Physical Development and Health	
Body Awareness and Control	
Spatial awareness	
Birth to Nine Months Use many repetitions to move various body parts and gain increasing control over movements	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Nine Months to Eighteen Months Become more aware of where their body is in relation to other objects and people in the environment	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Eighteen to Twenty-Four Months Can negotiate moving around objects and people without bumping into them	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. **SS 3b Geography: Interacts with maps** SS 3b.2 Finds ways to move around obstacles in a familiar environment.

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Twenty-Four to Thirty Months Show increased balance and coordination in play activities	**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.
Thirty Months to Three Years Move their bodies through space with balance and control	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Three Years Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Four- and Five-Year-Olds Participate in a variety of physical activities to enhance personal health and physical fitness Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.) Increasingly use eye-hand coordination to perform a variety of tasks	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
Development of the senses, orientation to stimuli, and sensory integration	
Birth to Nine Months Show awareness of and respond to sensory stimuli	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SCI 3b Physical Science: Explores the physical properties of materials**

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	SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Nine Months to Eighteen Months Use senses to experience objects and the environment	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Eighteen to Twenty-Four Months Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Twenty-Four to Thirty Months Use the information received from their senses to change the way they interact with the environment	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Thirty Months to Three Years Begin to focus on important stimuli while ignoring extraneous stimuli	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Three Years Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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and guesses that she is holding a teddy bear based on the way it feels.)	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome.
Four- and Five-Year-Olds Participate in a variety of physical activities to enhance personal health and physical fitness Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.) Increasingly use eye-hand coordination to perform a variety of tasks	—
Physical state regulation	
Birth to Nine Months Begin to develop predictable patterns for sleeping, eating, and eliminating	**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 5.1 Cries when hungry.
Nine Months to Eighteen Months By the end of this age range are eating three meals per day plus snacks	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Eighteen to Twenty-Four Months Can show tiredness or hunger through predictable behaviors	**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.**

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	PD 5.2 Communicates the need to eat and feeds self some finger foods.
Twenty-Four to Thirty Months May resist sleeping or napping even when tired	**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.
Thirty Months to Three Years May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, “Too hot.”)	**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.
Three Years May be able to identify the need to eliminate	**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.
Four- and Five-Year-Olds *No examples are provided at this age range in the NH Early Learning Standards.*	—
Large Muscle Development and Coordination	
Gross motor skills	
Birth to Nine Months Develop head and trunk stability and ability to change positions	**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.
Nine Months to Eighteen Months Become mobile, progressing from crawling to walking, and show strong interest in climbing	**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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Eighteen to Twenty-Four Months Move from one place to another by walking and running with basic control and coordination	**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.
Twenty-Four to Thirty Months Have more control with their arm and leg movements for walking, running, climbing, 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.
Thirty Months to Three Years Purposefully explore with their whole body and use objects and equipment	**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.
Three Years Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Four- and Five-Year-Olds Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.) Increase their strength, balance, flexibility, and stamina Use a variety of materials and equipment in gross motor activities	**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.

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Small Muscle Development and Coordination	
Fine motor skills	
Birth to Nine Months Move from awareness of hands to ability to reach and grasp objects of varying sizes	**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. **PD 4b Personal Care: Understands bodily functions** PD 4b.1 Explores body parts, such as hands and feet.
Nine Months to Eighteen Months Coordinate eyes and hands while exploring or holding objects	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Eighteen to Twenty-Four Months Reach, grasp, and release objects with more control and experiment with using tools	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Twenty-Four to Thirty Months Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)	**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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Thirty Months to Three Years Use smaller manipulatives with ease	**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.
Three Years Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles	**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.
Four- and Five-Year-Olds Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.) Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	**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.
Nutrition	
Nutrition	
Birth to Nine Months Suck and swallow liquids and associate breast or bottle with being fed	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry.
Nine Months to Eighteen Months Chew and bite and develop the ability to eat finger foods	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Eighteen to Twenty-Four Months Successfully chew and bite foods of varying textures	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.

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Twenty-Four to Thirty Months Demonstrate a willingness to try new foods if offered on multiple occasions	**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 Show some awareness that some foods are more nutritious than others (E.g. After Brian reads We Eat Food That's Fresh, Kara points to the fresh strawberries on her plate at snack time.)	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Three Years Try healthy foods from a variety of cultures when given the opportunity	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Four- and Five-Year-Olds Recognize and eat a variety of nutritious foods When asked, are able to name nutritious alternatives	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Basic Safety	
Basic safety	
Birth to Nine Months Cry to indicate stress and to seek help	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Nine Months to Eighteen Months Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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Relates to social/emotional construct of relationships with primary caregivers	
Eighteen to Twenty-Four Months Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **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.
Twenty-Four to Thirty Months May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.)	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Thirty Months to Three Years Show increasing awareness of health and safety practices	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger.
Three Years Can identify and explain familiar health and safety signs in the community	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
Four- and Five-Year-Olds Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.)	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Self-care	
Self-care	

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Birth to Nine Months Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-month-old Dana's hands after a diaper change.)	**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.
Nine Months to Eighteen Months May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate	**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.
Eighteen to Twenty-Four Months Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
Twenty-Four to Thirty Months Are able to participate in and occasionally initiate simple health routines, if culturally appropriate	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.
Thirty Months to Three Years Are more likely to willingly participate in self-care routines, if culturally appropriate	**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.
Three Years	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate	PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Four- and Five-Year-Olds Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)	**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.
Creative Expression and Aesthetic Appreciation	
Exploration and Creation of Artistic Works	
Invention and imagination	
Birth to Nine Months Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment	**CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings.
Nine Months to Eighteen Months Use tools to create sounds and marks with various objects, and media	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media.
Eighteen to Twenty-Four Months Use tools with more intentionality and purpose	**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 Create three dimensional structures, songs, rhymes, drama, and dances	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2a Dance & Movement: Expresses through dance**

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	CA 2a.3 Moves in own way to music and rhythm. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Thirty Months to Three Years Use and play with a variety of media and materials for exploration and creative expression	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.
Three Years Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials	**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.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation.
Four- and Five-Year-Olds Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **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.

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	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.
Curiosity and interest	
Birth to Nine Months Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.)	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Nine Months to Eighteen Months Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media.
Eighteen to Twenty-Four Months Show an increasing range of curiosity about their environment, objects, and people	**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.
Twenty-Four to Thirty Months Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process.
Thirty Months to Three Years Show interest in a variety of materials and activities related to creative expression	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.
Three Years	**CA 3b Visual Arts: Develops visual art techniques**

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Ask how to produce a particular sound, visual image, or movement	CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
Four- and Five-Year-Olds Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.) Participate in experiences in art, music, creative movement, drama, and dance	**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 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Confidence	
Birth to Nine Months Gain control over their ability to produce sounds and movement and show delight in positive reactions from others	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Nine Months to Eighteen Months Refine their actions to get closer to the desired effect in sound and movement	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Eighteen to Twenty-Four Months May request adult attention and approval for all of their artistic, dance, and musical efforts	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm.

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	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 Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
Thirty Months to Three Years Ask adults to save or take pictures or videos of their artistic creation	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process.
Three Years Show adults and peers what they can do or have created, including short individual performances or artistic creations	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation.
Four- and Five-Year-Olds Display or perform for others and/or talk about what they have made or done Show an interest in participating in group performances, but may become anxious and choose not to participate	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. **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.6 With cues, performs a simple pre-planned drama.
Appreciation of and Response to the Creations of Others and the Natural World	
Awareness and attention	
Birth to Nine Months	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.

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Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)	
Nine Months to Eighteen Months Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, “No.”)	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Eighteen to Twenty-Four Months Begin to focus on and distinguish details in the indoor and outdoor environments	**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 Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
Thirty Months to Three Years Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.)	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Three Years Share opinions about likes and dislikes in art and creative expression	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.

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Four- and Five-Year-Olds Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events.
Sense of joy and wonder	
Birth to Nine Months Enjoy and respond to sights, sounds, textures, tastes, and smells	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Nine Months to Eighteen Months Respond with delight to some experiences, environments, and specific sensations	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Eighteen to Twenty-Four Months Express joy in aesthetic experience	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.1 Expresses emotions while exploring materials.
Twenty-Four to Thirty Months May participate actively in singing songs and dancing	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm.
Thirty Months to Three Years Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, “It’s a rainbow,” when they see a rainbow in the sprinkler.)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Three Years Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.)	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Four- and Five-Year-Olds Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events.

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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.