



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





The Experience Developmental Continuum of Skills

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

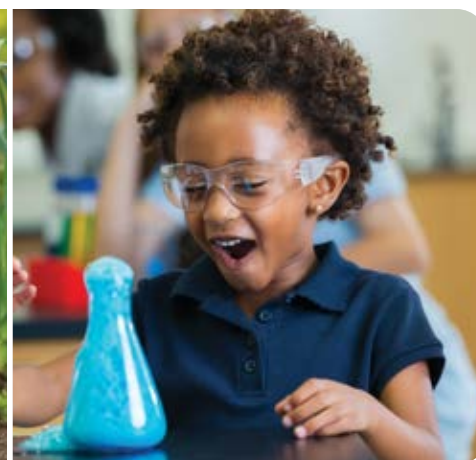
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

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



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



Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Experience Early Learning Curriculum

Type of Curriculum: ☒ Infant ☒ Toddler ☒ Preschool ☒ Family Child Care

Content includes all domains? ☒ Yes ☐ No

If No, select specific domains included in the curriculum:

- ☐ Approaches to Learning ☐ Cognitive Development ☐ Creative Development ☐ Language and Literacy ☐ Mathematics
☐ Physical Development and Wellness ☐ Science ☐ Social and Emotional Development ☐ Social Studies

Describe the research base of the curriculum including references:

Experience Curriculum is a comprehensive curriculum that is based on the latest research in the field of early childhood education. Experience Curriculum supports the development of 36 core skills and 73 sub-skills across 8 domains of learning. Each skill includes a set of observable learning goals. We believe child development is a dynamic and gradual process. Experience Curriculum uses open-ended activities that can incorporate the diversity of children's skill levels.

The Experience Early Learning Developmental Continuum outlines a series of observable benchmarks for each skill from birth through age eight. Throughout the curriculum, we identify which skills the activity may trigger and model how to scaffold activities and support a child according to his or her zone of proximal development (Vygotsky, 1978).

See: Developmental Continuum of Skills

The Experience Curriculum System supports the on-going growth and development of children along the Experience Early Learning Developmental Continuum of Skills with sequenced benchmark indicators from birth through level 8. The Experience Curriculum System includes the Experience Baby Curriculum, Experience Toddler Curriculum, and the Experience Preschool Curriculum. Each curriculum program is written to support a child's development of the 36 core skills and 73 sub-skills along 2 developmental benchmarks within Experience Early Learning Developmental Skill Continuum.

- Experience Baby Curriculum provides scaffolded supports for skill benchmarks 1 and 2.
- Experience Toddler Curriculum provides scaffolded supports for skill benchmarks 2 and 3.
- Experience Preschool Curriculum provides scaffolded supports for skill benchmarks 3 and 4.

Each program is based on developmental levels rather than age because age is not always an indicator of a child's level. Each program intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be

supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age. This is important for educators serving multi-age groups or children with diverse needs including dual-language learners, children with disabilities or special needs.

Experience Curriculum is grounded in child development research and shaped by constructivist learning theories. Experience Curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child's interests and cultural background, and then adapt suggested activities and experiences to best connect with the child's strengths, needs and interests. Theories that guide our approach to curriculum design include:

- John Dewey's Research: Children learn best when they interact with the materials and world around them. Curriculum should offer structure while embracing the unique interests and abilities of the children.
- Urie Bronfenbrenner's Ecological Systems Theory: Various environmental systems influence the development of an individual.
- Jean Piaget's Developmental Stage Theory: Children are active learners and the way they understand develops as they interact with the world around them.
- Howard Gardner's Theory of Multiple Intelligences: Intelligence is represented in various sensory modalities. Teaching content should employ the use of diverse methods, such as music, art, social, and nature- based experiences, to support learning amongst children who favor different intelligences.
- Brain-based Learning Theory: The brain develops over time by making connections between past and present knowledge. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling. Learning is enhanced by challenge and inhibited by threat.
- R.N. Emde and Louis Sanders on the Importance of Relationship: The child-caregiver relationship is central to development. The research highlights the role of the caregiver's personality in child development.
- Barbara Rogoff on Culture: Child development is shaped by the culture and the community goals and expectations. Educators must seek to understand their own culture as well as the culture of each child's family.

Approaches to Learning (AL)	
Strand 1: Engagement and Persistence	
Standard 1.a: Engages in new and unfamiliar experiences and activities.	
Attends to surroundings (e.g., adults/objects/sounds). Turns head toward a new sound. Reaches for a new toy.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Shows excitement when introduced to new and unfamiliar experiences and activities. Smiles and/or kicks feet when listening to a new song. Vocalizes excitement when taken outside for a walk for the first time in a four-seat buggy.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Imitates new skills and/or activities demonstrated by an adult. Observes an adult brushing their hair and then attempts to use the brush.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Repeats a new activity many times to gain confidence and skill. Builds a block tower multiple times.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.

Turns water on and off at the sink several times after discovering they could reach it.	ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Gathers new information and explores new play and tasks with adult encouragement. Walks over to the new sand table and looks at teacher, waiting for the teacher's encouragement before beginning to play in the sand.	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Explores new and unfamiliar play, tasks, and experiences independently. Explores without hesitation when a new activity is set-up in the dramatic play area.	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Applies new strategies to prior experience and/or activity through refining own actions. Creates a taller building with blocks by making the base larger.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.

Standard 1.b: Completes activities with increasingly complex steps.	
Attends to language. Turns to face toward the caregiver who is singing. Kicks legs during a diaper change as the caregiver talks to them.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Engages in back-and-forth interactions with caregiver. Gestures with arms and smiles with caregiver during peek-a-boo. Waves in response to an adult waving and saying, "Bye-bye."	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Responds to simple directives or requests. Opens mouth when caregiver says, "Open-wide!" Holds up blanket when caregiver says, "Hand me your blanket."	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.

Participates in adult-led daily routines. Responds when teacher calls children over for a story. Crawls or walks to table when teacher says, "Time for lunch."	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Anticipates what comes next in an activity with a familiar sequence (routine). Shows understanding that outdoor time comes after story time by grabbing their coat when the teacher finishes reading the story.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Follows a one-step direction independently. Hangs own coat on hook in response to teacher direction.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.

Relies on model to complete an activity with multiple steps. Completes the steps to gather a snack as indicated on the visual snack schedule (Put three crackers and one piece of cheese on plate) after teacher models it.	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Follows two-step directions independently. Follows through with teacher direction to put name card in the basket and line up at the door.	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Follows familiar three-step directions. Hangs up coat, marks self as present, and washes hands in response to teacher direction upon arrival to the classroom.	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally.
Completes an unfamiliar activity with multiple steps independently.	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.

Follows a new picture schedule to dress for outdoor play on the first snowy day of the school year: First snow pants, then boots, then coat, then hat, and then gloves. Follows through with new direction from the teacher to put toys away, choose a book from a basket, and read quietly with a friend on the rug (when it is not part of the regular routine).	LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally. SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Standard 1.c: Persists in completing a task with increasing concentration.	
Exhibits interest in people and things in surrounding environment. Turns toward familiar sounds and activities in their surroundings. Reaches toward person or object(s) that captures their attention.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Maintains engagement briefly in interactions with a familiar person or preferred object(s). Maintains eye contact with a familiar adult who is talking. Plays pat-a-cake with an adult for several turns. Focuses on book or interactive toy for less than one minute.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Resumes focus on a person or an activity after a brief distraction or interruption.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing.

Continues building with blocks after stopping to protect their block creation while another child pushes a car through the block area. Pauses play at sensory table to look up at a peer arriving, then resumes play at sensory table.	ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. 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. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. 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.
Makes repeated attempts to complete a task when frustrated or challenged. Struggles to open a packaged snack yet continues to try pulling harder to tear open the bag. Keeps trying to zip up jacket after unsuccessful attempts.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.

	SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Carries out tasks, activities, or experiences from beginning to end. Focuses on the book the teacher reads during story time for its duration. Works on a puzzle until all pieces are in the correct place.	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Strand 2: Mindset	
Standard 2.a: Develops a growth mindset.	
Explores to understand an unknown. Explores object by mouthing, grasping, or shaking. Slaps hand in water to create a splash.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Demonstrates awareness of own abilities to accomplish simple tasks or activities. Pushes away caregiver's hand when caregiver attempts to help with putting on socks. Smiles, claps, and says, "I did it!" after completing a task.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self.

	SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Demonstrates a mindset that continued effort makes hard things easier to do. Insists, “No, I do it!” when teacher tries to help. Continues to turn the puzzle piece while learning to work puzzles.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Recognizes and expresses self-confidence in growing abilities. Tells dad during pick up, “I made it to the top of the climber today!” Pulls teacher to blocks to show the tall tower she just built.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Recognizes and shares in celebration of another’s growing abilities.	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.

Gives peer a high five when peer makes a basket after several attempts.	SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. 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. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Cognitive Development (CO)	
Strand 1: Memory	
Standard 1.a: Develops the ability to recall information about objects, people, and past experiences.	
Responds differently to familiar and unfamiliar people, events, objects, and their features. Reaches for familiar caregiver when unfamiliar caregiver enters environment. Bangs wooden blocks together and laughs while listening to music and cuddles plush toy during rest time. Throws sippy cup on the floor and reaches for food during lunch time.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.

	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Anticipates next steps in simple, familiar routines and games. Opens mouth when caregiver lifts spoon, anticipating the next bite. Holds scarf up over eyes after teacher passes out scarves for the peek-a-boo song.	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Remembers people, events, and objects over a period of time with contextual cues. Sees a photo of a close family member and says their name or hugs the frame. Remembers how to turn on a light up toy by flipping the switch after being shown how it works by their caregiver earlier in the day.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”

	SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Recalls information over a longer period of time with or without contextual cues. Watches the caregiver wiping down the table with a cloth, then tries it themselves the next day when they see the caregiver get out the cleaning cloth. Tells friend, “My grandma’s dog had puppies yesterday.”	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Recreates or retells a sequence of events in a familiar activity or routine based on past experiences. Recreates the sequence of a familiar story using flannel pieces. Washes hands and selects book after lunch without prompting. Explains how to play hide-and-go-seek to a friend.	SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event. SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.
Strand 2: Symbolic Thought	
Standard 2.a: Demonstrates increasing ability to think symbolically.	
Explores real objects, people, and actions. Pats caregiver’s mouth when caregiver makes buzzing sounds. Shakes a set of keys.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Demonstrates understanding that objects and people continue to exist even when no longer within sight. Looks for food that has been dropped on the floor. Finds a rattle hidden under a blanket. Looks for a caregiver who has left the room.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Uses objects for their intended purposes. Makes faces in mirror and pats mirror image. Picks up mom's cell phone, puts it to ear and babbles. Takes set of play keys to door to try to unlock.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Uses objects and materials in new and unconventional ways to represent something else. Uses block or Lego as a phone. Puts basket on head like a hat.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

Brings small blocks over to the dramatic play area to use as food for making a picnic.	
Engages in increasingly complex and sequenced pretend play. Completes two or more steps in play, such as cracks pretend eggs in pan and uses spoon to stir. Two children build a car wash for their cars using blocks and then push the cars through the structure to wash the cars. Points to self and two other children and says, “We’ll be the kids going to school,” after another child sets up chairs like seats on a bus and said, “I’m the bus driver.”	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Identifies a variety of everyday symbols and their meanings. Points to a red traffic light and says, “It’s red. Stop.” Picks up the letter S from an alphabet puzzle and says, “My name has an S!” Follows the icons on a handwashing poster to wash and dry hands.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Uses symbols to represent thinking or ideas. Draws a circle and says, “This is the sun.” Makes a stop sign and places the sign in the block corner to stop the cars during play.	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Strand 3: Problem-Solving and Reasoning	
Standard 3.a: Uses increasingly complex strategies to solve problems.	
Actively uses the body to find out about the world or reach a goal. Manipulates a rattle in a variety of ways that causes it to make noise. Rolls toward a toy and grunts when they can’t reach it.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Uses simple strategies to solve problems. Cries for caregiver when leg gets stuck. Bangs and twists a shape on the hole of the shape sorter to get it to fit. Tries several ways to reach a toy that is stuck under a couch.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Tries different strategies to find the solution to a question, problem, or task. Tries different puzzle pieces until finding the piece that fits. Turns scissors different ways to successfully cut the paper.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Solves problems by questioning, planning, and carrying out a sequence of actions. Rebuilds tower using a large block on the bottom after adding a large block on top of smaller blocks and watching the tower fall. Asks, "How can I make a card with a picture that sticks out?" Then collects glue, crayons, and a mix of new paper and paper scraps before sitting down at the table to make a card. Completes a simple puzzle without support by turning the puzzle pieces and trying them in different places to make them fit.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Explains reasoning for the solution selected. Tells the small group they need to have at least four pieces of play dough for the table because there are four friends playing. Explains how they used markers instead of blocks to build a chimney for the block structure.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

Asks to get their gloves to play with the snow in the sensory table and says, “My hands are getting too cold.”	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
Strand 4: Cognitive Flexibility	
Standard 4.a: Develops ability to be flexible in own thinking and behavior.	
Repeats an action to cause a known reaction. Bang spoon on tray table to get adult attention. Pushes button on toy to play music.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Uses simple strategies to solve problems. Cries for caregiver when leg gets stuck. Bangs and twists a shape on the hole of the shape sorter to get it to fit. Tries several ways to reach a toy that is stuck under a couch.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Begins to modify actions or behaviors when shifting focus or adjusting to a new activity. Scoots position at table to accommodate an arriving peer.	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. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.

Lowers voice when asked to use inside voice during transition from outside.	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. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Applies different rules in contexts that require different behaviors. Attempts to whisper to peer when in the library. Communicates to teacher in English, and when a family member arrives, communicates to the family member in home language.	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. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. 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. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.

Modifies and adapts behavior during transitions, daily routines, and unexpected events when prompted by an adult. Stops activity to get coat when teacher announces it is time to go outside. Finds a different activity after going to their favorite toy and seeing that a peer is playing with it.	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. ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. 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. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Creative Development (CR)	
Strand 1: Artistic Engagement and Expression	
Standard 1.a: Expresses ideas and feelings through visual art.	
Demonstrates preferences, pleasure or displeasure when interacting with various materials and activities. Smiles and/or claps in response to teacher using puppets to tell a story. Grimaces when presented with a new food texture.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. CA 3a Visual Arts: Expresses through 2D and 3D visual art

Smears cereal with hands and immediately wipes hands on clothes to get it off.	CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.
Explores a variety of visual art materials. Plays with a piece of fabric and wads it into a ball. Scribbles on paper using crayons, paint, markers, or chalk. Pushes, squeezes, and pokes at a lump of clay. Mixes two colors of paint together.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.
Uses self-selected materials and activities to express ideas and feelings. Paints a dark sky using gray and black to show a sad day. Draws a picture about a fun day playing in the sprinkler using bright colored markers. Chooses items from the art center to make a cold winter scene.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Plans and creates content, using personal experiences, in a work of art using a variety of skills, techniques, and materials. Draws a picture to tell about a recent family activity.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.

Uses a thin paint brush to create outline of sister's favorite flower and the thick paint brush to color the flower in. Mixes blue and yellow paint together to make green when there is no more green paint available. Uses variety of 3D art materials such as foam board, pipe cleaners, cotton swabs and straws to recreate animals seen at the zoo.	CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.
Expresses individuality, life experiences, knowledge, and ability through a variety of art media. Makes a model of the stages of a butterfly using art materials provided by the teacher. Creates a self-portrait on poster board with torn up pieces of different colored construction paper and glue.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.
Explores open-ended art materials to create process-focused art. Selects scraps of repurposed paper to design a monster collage. Creates different faces out of items like bottle caps, wood pieces, buttons and yarn. Glues various items with strong textures to a cardboard matrix and then paints over the items to focus on the texture.	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.

Standard 1.b: Expresses self creatively through music and dance.	
Responds to a variety of sounds. Responds to singing with a smile. Bounces to music.	CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Explores making sounds with a variety of objects. Bangs on plastic bins as drums. Shakes keys.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.
Demonstrates intentional use of sounds and music. Creates a rhythm by banging a spoon on a bowl. Shakes an instrument repeatedly to make the sound continue. Sings part of a familiar song.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.
Attempts to move body or make music sounds to match varied tempos. Moves scarf and body faster when the music speeds up and moves scarf and body slower when the music tempo slows.	CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.

Experiments with making different sounds and patterns by beating a drum fast and slow mimicking a song's tempo.	CA 1b.5 Repeats simple rhythm patterns. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.
Creates vocal and/or rhythmic patterns with increasing complexity (e.g., volume/dynamics, speed/tempo, tone, rhythm, melody) using own voice or instruments of choice. Claps a rhythm and then repeats it. Plays notes on the xylophone similar to a familiar song while humming the song. Beats a drum loud and fast, then soft and slow.	CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm. CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. CA 1b.6 Creates simple rhythm patterns.
Strand 2: Creativity and Play	
Standard 2.a: Develops ability to express new ideas through imagination and inventive play.	

Observes and imitates the actions of others. Imitates caregiver's facial expression.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Explores objects and uses everyday items in play. Uses realistic props in play such as a spoon with pots or pans. Stacks a tower with assorted sizes of cardboard boxes.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Imitates others' uses of objects and materials. Gets a book and opens it pretending to read, imitating older sibling reading a book. Feeds a doll with a spoon after caregiver models feeding the doll.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.

	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Engages in play sequences based on an understanding of everyday events and routines. Picks up play phone and pretends to order lunch. Sets a table for dinner in play kitchen, placing a plate and cup at each seat.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Uses imagination to plan and act out scenes based on books, stories, or everyday life. Pretends to pack a cooler to go on a camping trip. Empties the buckets containing the outside balls and uses the buckets to create a fort. Directs friends in imaginary horse game at recess.	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Engages in brief episodes of make-believe play that involve sequenced steps, assigned roles and/or an overall plan for the play. Works with a peer to play “bakery” in the dramatic play area, taking turns playing the roles of baker and customer. Tells peer, “You be the daddy and I’ll be the sister. Take the baby for her naptime,” while engaging in family play scenario together.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Language and Literacy (LL)	

Strand 1: Language and Communication	
Standard 1.a: Demonstrates understanding of increasingly complex language.	
Attends to language. Smiles, coos, or wiggles when caregiver talks to them. Turns face toward the caregiver who is singing. Kicks legs and smiles during a diaper change as the caregiver talks to them.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Engages in back-and-forth interactions with caregiver. Gestures with arms and smiles with caregiver while playing peek-a-boo. Waves in response to an adult waving and saying, "Bye-bye."	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Shows understanding of simple requests and statements referring to nearby people and objects. Opens mouth when caregiver says, "Open-wide!" Looks toward blankie when asked, "Where is your blankie?"	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Shows understanding of requests and statements referring to people, objects, ideas, and feelings. Picks up the container for blocks when the teacher says, "Let's put the blocks away before painting."	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.

Finds the bear and gives it to Jesse when the teacher says, "Jesse is sad, he can't find his bear."	LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Demonstrates understanding of complex concepts and longer sentences. Says, "Can you help me put on my boots and mittens?" Follows the multi-step direction: "Please put your crayons away, put your drawing in your cubby, and come sit on the rug."	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Standard 1.b: Develops and expands understanding of vocabulary and concepts.	
Attends to language. Smiles, coos, or wiggles when caregiver talks to them. Gazes at the caregiver who is reading or singing.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.

Engages in back-and-forth interactions with caregiver. Gestures with arms and smiles with caregiver while playing peek-a-boo. Waves in response to an adult waving and saying, “Bye-bye.”	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Connects words with objects. Finds a toy truck in a bin when asked. Points to a picture of a cat and says or signs, “Cat,” when reading with a caregiver.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Attends to an unfamiliar word. Identifies a four-legged animal as “a dog.” Then caregiver says, “That’s not a dog. That’s a cow.” The child repeats, “Cow.”	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

Demonstrates interest in new vocabulary and uses new words. Points to and names different vehicles while looking at a book about transportation. Then asks, “What’s that?” pointing to an unknown vehicle. Tucks baby doll into doll bed and says, “Your quilt will keep you warm,” after learning the word “quilt” the previous day during class read aloud. Points to a river and asks teacher, “Is that a creek or a river?” while on a field trip to a park.	LD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings. Gathers a fire truck, car, and a motorcycle when the teacher suggested they might put some vehicles in the block city. Comments to the teacher when a song instructs to march, “Marching is like walking with high knees.”	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 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.
Standard 1.c: Communicates using increasingly complex language.	

Expresses needs and feelings in a variety of ways. Cries differently when wet, when hungry, or when needing comfort. Uses different sounds to express contentment: coos, gurgles, laughs.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Engages in back-and-forth interactions with caregiver. Gestures with arms and smiles with caregiver while playing peek-a-boo. Waves in response to an adult waving and saying, “Bye-bye.”	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Makes vowel and consonant sounds (babbling). Says, “Ahh.”	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language.

Says, “Ba ba” or “Ma ma ma” during vocal play. Says, “Ah, ah, ah, ah!” or “Ah ba, ah, ba.”	LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Communicates purposefully using single words and gestures. Nods head yes. Says, “More,” while eating lunch to request more milk. Reaches arms up and says an approximation of “up” when wants to be picked up.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Combines words into simple two-word phrases. Says, “Mommy work.” Says, “My toy.” Signs, “Dog run.”	LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
Communicates using simple three- and four-word phrases or sentences to express complex ideas or requests. Signs, “I have black kitty,” after seeing a photograph of a cat.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.

Asks, "Where is lunch?" Says, "Mommy no home."	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 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
Communicates using sentences that include the following components: subject, verb, object, descriptive words, and prepositions. When given a picture, describes the image, "The black dog is running around the house." Tells about who and what they played with in the dramatic play center using Augmentative and Alternative Communication (AAC).	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.

	LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Standard 1.d: Participates in conversations with increasing application of turn-taking skills.	
Directs attention to caregiver's communication. Quiets or smiles when caregiver talks. Turns to look at caregiver who is talking or playing with them.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Engages in back-and-forth interactions with caregiver. Imitates caregiver smacking lips and takes turns making the sound. Babbles or wiggles to get caregiver's attention and to keep the interaction going. Gestures with arms and smiles with caregiver while playing peek-a-boo.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Participates in and initiates basic communications with family members or others who are familiar. Tugs on caregiver's clothing to indicate they want the caregiver to look at them.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.

Looks to adult, points to jacket, and says, “On,” when they want their jacket on.	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.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Participates in and initiates communication by switching communication skills to fit the need of the audience. Says, “Please” and “Thank you” appropriately when communicating with caregiver or play partner. Uses a higher tone and slows pace of communication with a younger classmate while helping them with a puzzle. Quiets voice to a whisper when noticing a classmate is sleeping.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed). Takes a turn in a conversation by answering a question when asked, and then asking a question in return. Continues a conversation through multiple exchanges staying on topic.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

	SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Standard 1.e: Develops comprehension of read-aloud text.	
Attends to language. Soothes to a lullaby or familiar voice. Smiles, coos, or wiggles when caregiver talks to them.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Shows interest in books, pictures, songs, and rhymes. Looks at a book and helps turn the pages while listening to the caregiver read. Makes hand motions while engaging with caregiver singing “The Wheels on the Bus.”	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.

	LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.
Participates in book reading, storytelling, and singing. Points to a picture of a dog and makes a barking noise or says, “Doggie.” Finishes a repeated sentence when an adult reads a familiar book. Asks to sing their favorite song and claps while singing.	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. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 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.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. 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. CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.

	CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.
Demonstrates understanding of a read-aloud text by answering literal questions. Says the name of the main character in response to teacher asking, “Who is in this story?” Retells a portion of a familiar story when the teacher asks, “What happened at the end?”	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. 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.
Demonstrates understanding of a read-aloud text by answering inferential questions. Responds, “He felt sad,” when teacher asks, “How did the little pig feel when the wolf blew down his house?” Responds, “They didn’t have any glue!” when asked why the King’s horses and King’s men couldn’t put Humpty Dumpty back together.	LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.

	LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Strand 2: Phonological Awareness	
Standard 2.a: Develops awareness of syllables in spoken words.	
Attends to language and sounds. Stops or starts sucking in response to sound while feeding. Turns to caregiver when they speak. Moves arms and legs to music.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Vocalizes sounds.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.

Coos, “Ahh, ooo,” when spoken to. Babbles, “Ba, ba, ba.” Imitates speech sounds, “/p/, /m/, bbbbb.”	LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Engages in back-and-forth interactions with caregiver. Imitates caregiver smacking lips and takes turns making the sound. Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Imitates and uses single words. Says, “Mama” when caregiver says, “Say mama.” Points to a picture of a cup to indicate they are thirsty. Uses the sign for help to tell adult they need help with their coat zipper.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.

	LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Uses spoken words with meaning in phrases. Points to toy car and says, “Blue car.” Tells adult, “I’m thirsty.”	LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
Recognizes individual words that make up a spoken sentence. Claps for each word in a sentence. Taps legs to the words of a story, song, or poem.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Blends and segments spoken compound words. Puts together picture cards of a door and a bell. Then says, “Doorbell.” Says, “Snowman,” when adult says, “What word does it make when you put together the word snow and the word man?”	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Blends and segments syllables in spoken words. Blends syllables to say the word, “Table,” after the teacher says the word in two parts, “Ta - ble.”	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language.

Says, "Foot and ball," after the teacher says, "What are the two parts of the word football?"	LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Standard 2.b: Develops awareness of initial sounds, onsets, and rimes in spoken words.	
Attends to language and sounds. Looks at caregiver's mouth when they speak. Listens to caregiver talking, singing, or making silly sounds. Notices that a rattle makes sounds then shakes the rattle to make the sound again.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Vocalizes sounds. Squeals. Babbles, "Ba, ba, ba." Imitates speech sounds, "/p/, /m/, bbbbb."	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Engages in back-and-forth interactions with caregiver. Imitates caregiver smacking lips and takes turns making the sound. Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Imitates and uses single words.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.

Says, “Mama” when caregiver says, “Say mama.” Points to a picture of a cup to indicate they are thirsty. Uses the sign for “help” to tell adult they need help with their coat zipper.	LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Uses spoken words with meaning in phrases. Points to toy car and says, “Blue car.” Tells adult, “I’m thirsty.”	LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
Recognizes words in spoken sentences. Claps for each word in a sentence. Taps legs to the words of a story, song, or poem.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Segments syllables in spoken words.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.

Claps the syllables while listening or chanting classmates' names. Segments the word winter into two parts during a language activity, "There is snow in the win - ter."	LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Recognizes when the beginning sounds of words are the same or different. Says, "David and Dominic start with the same sound." Says, "Jessica and Hannah don't sound the same at the beginning." Gives thumbs up when asked, "Do fish and frog sound the same at the beginning?"	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as "oo" and "ah." LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Isolates the initial sound in a spoken word. Says, "My name is Michael. It says /m/ at the beginning." Makes the sound /b/ when asked, "What is the first sound in the word bat?" Gives thumbs up when asked, "Do you hear the /d/ sound at the beginning of dog?"	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as "oo" and "ah." LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Blends and segments onset and rime in a single-syllable spoken word. Says, "Cup," after the teacher prompts, "/c/ - up. What's the word?" Segments the word top into two parts saying, "/t/ - op."	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.

Says, “/c/,” in response to teacher prompt, “What’s the first sound of the word car?” Then says, “ar,” in response to teacher prompt, “What’s the last part of the word car?” Then says, “/c/ - ar,” when the teacher asks, “Can you say the word car in two parts?”	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Standard 2.c: Develops understanding of rhyme.	
Attends to language and sounds. Turns to caregiver when they speak. Moves arms and legs to music.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests.
Vocalizes sounds. Babbles, “Ba-ba-ba-ma, pa-duh-pa.” Makes or imitates play sounds like “vroom” for a car, “moo” for a cow, kiss sound when kissing a doll, or fire engine siren sound.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences. LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Engages in back-and-forth interactions with caregiver. Imitates caregiver smacking lips and takes turns making the sound. Claps hands in response to caregiver clapping, pauses and claps again after caregiver claps.	LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
Recognizes familiar environmental sounds.	CA 1c Music: Develops tone

Says, “Fire truck,” when fire truck passes nearby with the siren on. Says, “Clean up time,” when transition song plays.	CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Distinguishes between sounds that are the same and different. Says, “Moo,” when asked what sound a cow makes and says, “Neigh,” when asked what sound a horse makes. Gives a thumbs up when asked if /s/ and /s/ are the same and gives a thumbs down when asked if /s/ and /b/ are the same.	LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody. CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Repeats rhyming words. Repeats rhyming words that are part of a song or nursery rhyme.	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song.

Repeats, “Dog, log.”	LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.
Identifies rhyming words. Gives a thumbs up when asked if bat and cat rhyme. Points to the cake and rake pictures when given three pictures: cake, rake, and dog.	LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.
Strand 3: Print Awareness	
Standard 3.a: Develops knowledge of print organization.	
Demonstrates interest in books. Touches, mouths, and looks at books. Attends to shared book reading.	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. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Selects books for adult to read. Points to preferred book when offered a choice between two. Brings book to caregiver 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. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Shows an understanding of book covers by self-selecting books to explore independently.	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. LLD 6a.3 Talks about pictures and ideas in familiar stories.

Picks up a book with dogs pictured on the cover and puts it on the floor. Picks up another book with trucks on the cover and takes to the beanbag chair to read.	LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Orients books correctly and turns pages when “reading” from beginning to end. Turns a book right side up if upside down. Starts at the first page of the story and turns pages while pretending to read the story to a baby doll.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Knows some characteristics of books, such as cover, author and illustrator. Says, “They draw the pictures,” when teacher asks, “What is the illustrator’s job?” Signs, “I want to read the book about the big bear and little mouse. It’s the one with the strawberry on the cover.”	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Demonstrates understanding of book and print organization in nonfiction and fiction books. Looks in non-fiction book to identify an insect found on the playground.	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

Moves pointer from left to right over words in a big book while teacher is reading the story.	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Standard 3.b: Develops knowledge of the alphabet.	
Notices when adult points to print. Pats the pages of the book as caregiver reads and points to the words. Visually tracks teacher's finger when the teacher is pointing to the print while reading aloud.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. 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. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Says the names of some letters by rote (without print). Sings or signs the alphabet song. Repeats the letters in their name.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.

Recognizes first letter and sound of own name and names a few letters in own name. Points to the letters J and N on a puzzle and says, “J, N those letters make my name Ja’Quon.” Looks for first letter of own name in ABC book. Plays with magnetic letters of own name on a tray and names some of the letters.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
Recognizes some letters and their sounds in addition to those in first name. Sees the letter E and says, “Ezra, that’s your name.” Points out letter S on a stop sign. Moves arms to make an X and asks, “Is this an X, /ks/?”	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
Demonstrates understanding that letters can be uppercase and lowercase. Says, “This is a big A, and this is a little a,” pointing to the letters. Matches upper case and lower-case letters when playing with letter manipulatives.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
Identifies and names 18 uppercase and 15 lowercase letters. Points to and says the names of letters in environmental print.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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.

	LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
Strand 4: Emergent Writing	
Standard 4.a: Develops understanding that writing represents spoken language.	
Tracks objects visually and focuses on an object or person. Follows moving objects with eyes. Regards own hands. Reaches for a toy. Looks at book as caregiver reads.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. 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. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Notices familiar environmental signs and symbols. Recognizes a stop sign or logo of familiar store or restaurant.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities. 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. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.

	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.
Scribbles or makes marks. Makes broad strokes with paint brush, markers, or crayons. Makes a drawing with fingers in sand. Scribbles at an easel or on the sidewalk using chalk.	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Imitates adults reading and writing. Pretends to read to stuffed animal by pointing to pictures and turning the pages of a book. Pretends to type a text message on toy phone. Scribble writes a grocery list.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Recognizes that print conveys a message. Makes a painting and says to the teacher, "Can you write my name on it, so we know it's mine?" Points to the caregiver's notebook and asks, "What are you writing?"	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Interprets own writing for others. Holds up a card she made and says, “This says I love you Mommy!” Scribble writes a shopping list then “reads” it to a friend.	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 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.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Uses a combination of drawing, dictating, and emergent writing for a variety of purposes. Draws a picture to show what they did on the playground and writes some letter approximations to describe it. Creates a menu with letters and/or letter approximations for each item. Draws a picture then describes the picture to the teacher so he can write the description on the paper.	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 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.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
Standard 4.b: Draws and writes using increasingly sophisticated grasp.	
Transfers objects from one hand to the other. Transfers a music shaker from one hand to the other.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Holds object with one hand while the other manipulates the object. Holds a board book and turns a page. Holds a small box with one hand and reaches inside with the other hand.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Makes marks and scribbles using a fist to hold writing tool against the palm of the hand (palmar grasp). Uses a crayon to make marks on a piece of paper. Draws squiggly lines on the sidewalk with chalk.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Scribbles and draws using thumb and fingers (five-finger grasp) of one hand to hold writing tool. Holds crayon with thumb and fingers of one hand while pretending to write own name using scribbles.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.

Imitates drawing prewriting strokes (, -, +, O) using an inconsistent three- or four-finger grasp of dominant hand to hold a writing tool. Draws a circle after watching someone else do it using four-finger grasp of dominant hand. Copies a series of lines and symbols after teacher models it.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp. Copies the word stop from stop sign on classroom door. Copies own name on sign-in sheet when entering the classroom.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp. Holds writing tool with a stable three-finger grasp and writes name using some letter approximations on a picture.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Mathematics (MA)	
Strand 1: Number Sense	
Standard 1.a: Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	
Recognizes and communicates some number words.	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.

Holds up one finger or tries to communicate one when asked, "How old are you?" Holds up two fingers or communicates two on second birthday. Sings some number words during a counting song.	M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Recites small parts of the counting sequence. Says, "One, two, three, jump!" and then jumps. Says, "One, two, one, two," while playing with toys.	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Recites the counting sequence up to five with some errors. Recites or signs, "One, two, three, five." Says, "One, two, five blast off!"	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Recites the counting sequence to five accurately and beyond five with some errors. Says, "One, two, three, four, five," while waiting in line to wash hands. Recites, "One, two, three, four, five, nine, ten." Signs, "One, two, three, four, five, six, seven."	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Recites the counting sequence to 10 by ones accurately and beyond 10 with some errors. Chants one to ten in order while marching.	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five.

Signs the numbers one to ten accurately. Attempts to sing one to 20 but some numbers in the teens are out of order.	M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Recites the counting sequence to 20 by ones in order accurately. Recites or signs the numbers one to 20 accurately.	M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
Standard 1.b: Develops understanding of one-to-one correspondence and cardinality.	
Discriminates and compares quantities of objects. Holds one block in each hand and drops one when offered a third block. Sees peer who has two crackers, one in each hand. Then looks at own hand with one cracker and reaches for another cracker.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.
Shows awareness or attends to quantities when interacting with objects. Communicates, "More," and "All gone," when they have eaten all of their food. Stops adding blocks to the container once it is full.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.

Uses words or actions to demonstrate awareness of quantities. Uses words such as one, two, three while picking out crayons for coloring. Asks for more play dough and becomes upset when there is no more. Communicates, “A lot,” when looking at many blocks.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.
Uses number words or signs to count the items in small groups of one to four objects. Reaches into bowl and takes out one carrot when the teacher says, “Just take one.” Starts counting with one sometimes pointing to the same item twice when counting. Counts four crackers to match the picture cue card.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.
Uses number words or signs to count up to 10 objects, people, or events to determine how many. Counts the number of cars on the rug. “One, two, three, four, five, six.” Counts out napkins for snack time, saying a number aloud while placing each one on the table. Counts the number of children in dramatic play center to find out if there is room for him to join.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.
Understands that the last number spoken tells the number of objects counted.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers

Moves an equivalent number of steps indicated on a large number cube, during gross motor play. Says, “Ten napkins,” when asked how many napkins were passed out for snack. Counts the crayons in a box, “One, two, three, four, five, six, seven, eight.” Then says, “Eight,” when asked how many crayons are in the box.	M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted.
Standard 1.c: Develops ability to subitize small quantities.	
Attends to quantity and notices when objects are added or removed. Tracks toys with eyes as they are added to the playmat during tummy time. Cries when toys are removed from the playmat and reaches for one.	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Recognizes a single item as “one.” Takes one muffin from the basket when the teacher says, “Just take one.” Says or signs, “One” when the teacher holds up a ball and asks, “How many balls do you see?”	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.
Recognizes a set of one to three items or events and can tell how many without counting.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.

Rolls die and says, “Three” upon seeing 3-dot configuration. Comments that peer took two cookies. Says how many blocks high the tower of three blocks is without counting.	M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.
Identifies without counting small quantities of up to five items. Says, “That car has four wheels,” without counting each wheel. Recognizes five fingers without counting. Signs, “Three friends are waiting for the swing,” without counting.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. 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 1d.5 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.
Standard 1.d: Develops ability to recognize and name written numerals.	
Recognizes a few written numerals. Points to the number one on a clock and signs, “One.” Points to numerals in a book as the caregiver names them.	M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Names a few written numerals. Names numerals on spinner while playing game.	M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.

Plays with magnetic numbers and says, “Two,” when moving the number two.	M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Associates a quantity with written numerals up to five. Matches number and quantity picture cards. Takes five blocks to build a tower when shown the number five.	M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Names some written numerals one to 10. Names numbers to eight while putting together a number puzzle. Places markers on a bingo card that match the numbers being called out, which are all between one and ten. Jumps on the correct number when the teacher calls it out.	M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Strand 2: Number Relationships and Operations	
Standard 2.a: Develops understanding of number relationships and operations.	
Notices changes in quantity of objects (especially ones that can be detected visually with ease). Adds balls to a container and dumps when full. Holds a cracker in one hand and smiles when given a second cracker for the empty hand.	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.

	M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Uses words or actions that show understanding of the concepts of more, all, and/or none. Communicates, “All gone!” when the bowl is empty. Signs, “More,” when the adult brings out more balls.	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Demonstrates understanding that adding objects to a group will make a bigger group. Adds more teddy bear counters to a collection of counters, and indicates, “I have more.” Has one slice of apple on their plate, adds another slice of apple and communicates, “Two.”	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Demonstrates understanding that taking away objects will make a smaller group. Says, “I won’t have as many then,” after teacher says, “You have five cars. You can give one to a friend.”	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Compares two small groups of objects (up to five) by matching or counting using language such as, “More	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.

than,” “Less than,” or “Same,” to describe the relationship between the groups. Realizes there are more napkins than spoons while setting the table and gets more spoons. Hands a friend two markers and keeps two makers then says, “We have the same.” Points to the column that has fewer when looking at a graph of favorite foods: apples and bananas.	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 1d.5 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.
Understands that a group of objects can be taken apart into smaller groups and combined into one group. Counts the number of boys and the number of girls present and then counts boys and girls to find out how many children are there altogether.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.
Adds and subtracts within a total set of up to six concrete objects. Accurately states the number of monkeys, taking away one monkey with each verse while singing “Five Little Monkeys” and acting out with little toy monkeys. Signs, “Six,” when asked, “Right now there are five people at our snack table. How many people will be here if Lilly comes?”	M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted. M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
Strand 3: Measurement	

Standard 3.a: Develops knowledge of measurement to compare and describe objects.	
Explores objects. Brings a teething ring to their mouth. Drops a stuffed animal and watches it fall. Bangs a toy.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Shows awareness of the size or length of objects using words or actions. Drops smaller ball to pick up a bigger ball that caregiver rolls to her. Signs, “Mama,” when referring to big animals and signs, “Baby,” when referring to the small animals.	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 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.
Describes objects by measurable attributes (e.g., size, length, and weight) using words such as, “Big,” “Small,” “Heavy,” and “Long,” but not always correctly. Attempts to pick up a box with toys and communicates, “Heavy.” Communicates, “Big ball” when adult rolls a ball to him. Says, “This balloon is light.”	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 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.

Describes and compares objects using measurable attributes (e.g., length, size, and weight) using words such as, “Bigger,” “Smaller,” “Heavier,” and “Longer.” Lays two different size blocks side-by-side and says, “This one’s bigger,” pointing to the longer block. Uses a measuring tape to pretend to measure objects in the classroom while making comments about difference in size of objects saying things like, “The window is smaller than the table.”	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 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.
Orders objects according to observable differences in their attributes (e.g., biggest to smallest). Lines up five cars by observable length shortest to longest.	M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order. M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
Standard 3.b: Develops the ability to sort.	
Notices differences between familiar and unfamiliar people, objects, and places. Looks back and forth between caregiver who is wearing glasses and one who is not, then reaches for the glasses. Notices when a different caregiver enters the room.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
Matches two objects that are the same and selects similar objects from a group. Matches two identical fire trucks.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature.

Points out that Seema and Jackson both have blue plates at the lunch table. Removes all the red blocks from the bucket of blocks, with help.	M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
Sorts objects into two or more groups by their similarities or differences. Puts toy cars in one pile and airplanes in another. Places all the red pegs in one bowl, the white pegs in another bowl and the green pegs in a third bowl. Sorts blocks into three piles: cylinders, rectangular prisms, and cubes.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why.
Sorts and classifies objects by one or more attributes (e.g., color, size, shape). Sorts red and blue counting bears into two piles, and then separates the bigger bears from the smaller bears in each group. Sorts blocks by shape for storing on block shelf at clean-up time and says, "I put all of the round blocks together."	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
Standard 3.c: Develops understanding of patterns.	

Initiates repeated movements. Makes cooing sound repeatedly when interacting with an adult. Kicks several times at a cloth book with crinkly paper inside that makes noise.	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Copies a repeating pattern. Moves arms along with teacher singing, “Head, shoulders, knees, and toes.” Uses colored pattern blocks to copy a pattern picture. States a repeating pattern in a rhyming game, “Blue shoe, blue shoe, who’s it? Not you!”	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size. Places the bears in a row of big, little, big, little following the teacher’s model.	M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.

Notices alternating pattern in the floor tiles and points it out to a friend.	
Strand 4: Geometry	
Standard 4.a: Develops ability to recognize shapes and their attributes.	
Explores properties of objects. Brings a teething ring to their mouth. Drops a stuffed animal and watches it fall. Bangs a toy.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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.
Matches shapes/objects that are visually similar in any way. Fits the round puzzle piece in the round space on the puzzle board. Puts the triangle block into the matching triangle space in a shape sorter toy.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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.
Recognizes basic shapes (i.e., circle, triangle, square or rectangle of different sizes). Points to the correct shape on a puzzle when teacher asks, “Where is a square?” Finds things in the environment that are circles, such as breakfast plates, the bottom of cups, tires, and the end of a garden hose.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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.

Covers correct shapes that are called out loud while playing a game of shape bingo.	
Understands and uses names of shapes when identifying objects. Names the circle, square, and triangle shapes while working with a puzzle. Asks a friend, “Can I have another square block?” Points to a poster and says, “That’s a rectangle.”	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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.
Uses 2D and 3D objects to represent real-world objects. Identifies an orange as a ball at lunch time. When building a castle with blocks, uses a round block for the tunnel. Uses a plate as a steering wheel.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Recognizes and compares shapes of different sizes and orientations. Says, “This block is a rectangle like the door.” Identifies the cookie and the plate it’s on are both circles.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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.
Uses shapes to create objects or pictures. Creates a picture of a house using some basic shapes such as a rectangle for the building and a triangle for the roof and a circle for the sun. Glues two circles and a rectangle together on a piece of paper to make a car.	M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Standard 4.b: Develops understanding of spatial relationships.	
Explores movement of own body and objects in surrounding environment. Watches children move through the room. Drops a teddy bear and watches it fall. Moves body through space by rolling, rocking, or crawling.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.

	SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move. SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals or people move. SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets.
Explores and demonstrates how things fit and move in space. Pushes different toy cars on rug and watches each one come to a stop. Turns shapes different ways to try to make them fit in a shape sorter toy. Completes a puzzle with a few interlocking pieces.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
Responds to and begins to use words or actions that describe the position or direction of an object. Says, "It fell down," when a friend knocks down the block tower. Looks under the table when caregiver says, "Can you pick up the fork that fell under the table?"	M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Shows understanding of positions in space by using position words (prepositions) and by following directions from an adult. Says, "Sit down next to me." Navigates an obstacle course when the adult says, "Go under the bridge, and then go around the climber."	M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.

Signs, “We keep the car inside the garage.”	
Physical Development and Wellness (PW)	
Strand 1: Motor Development	
Standard 1.a: Develops competency in a variety of locomotor and non-locomotor skills.	
Begins to move head, arms, legs, and trunk. Lifts head while on tummy. Attempts to roll from stomach to back. Hugs stuffed toy to chest.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Moves head, arms, legs, and trunk with purpose. Pushes up chest when on tummy using forearms then straight arms. Reaches for toy while sitting. Scoots body attempting to move toward a caregiver.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Explores new body positions and movements.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Rocks back and forth on elbows then hands and knees. Sits without support while playing with a toy. Moves from sitting to belly or to hands and knees. Claps hands together in excitement about a song.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Moves the whole body to achieve a goal. Crawls then pulls up on furniture and cruises by sidestepping furniture. Moves whole body to reach a toy. Dances to the Chicken Dance.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Stands independently. Gets to standing position without support. Stands alone briefly at the sensory table.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Expands use of different body positions and movements (e.g., walking, turning, running, jumping) with coordination and balance. Takes independent steps. Squats to pick up another block to add to the pile already collected. Turns in a circle.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Demonstrates locomotor and non-locomotor skills with control, coordination, and balance both with and without objects. Stands on one foot to step over a big puddle. Kicks a ball back to the teacher. Walks up or down steps using side-step and holding on to the rail one step at a time. Bends, twists, and stretches when following the adult doing exercises.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Standard 1.b: Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	
Tracks objects visually and focuses on an object or person. Watches their own hands move. Turns head and watches mom come in the door.	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 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.

Watches rattle with both eyes moving together while caregiver moves it from side to side. Looks at a small piece of cereal.	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. ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. ATL 1a.2 Attends to what others are looking at or pointing to. ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Uses one hand to swipe at, reach for, and grasp at objects. Wraps fingers around adult's finger when placed in child's palm. Bats at a dangling toy.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Uses one or both hands to reach for, hold, shake, and release objects. Grasps a rattle using the whole hand and shakes it. Holds a stuffed animal with both hands and brings it to chest. Bangs a sippy cup on a table.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.

Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects. While holding a block in one hand, reaches for another block with free hand. Picks up cereal between pads of thumb and index finger. Transfers a music shaker from one hand to the other. Points to block tower with index finger then knocks it over.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers. Turns pages in a board book. Places pop beads into a container and then dumps it out on floor. Uses a fork to eat macaroni. Holds up three fingers and says, "Three."	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools. Strings beads to make a necklace. Snaps button on pants. Uses scissors to cut shapes with the other hand holding the paper.	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 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. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.

Prints letters using a stable three-finger grasp.	
Standard 1.c: Develops oral motor skills.	
Uses mouth and tongue to explore objects. Brings teether to mouth to explore the bumpy texture. Uses upper lip to clean food off spoon.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Takes and chews small bites/pieces of finger food. Chews small pieces of food with different textures such as crackers, bits of cheese, and chunks of banana. Takes a bite from a piece of bread.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Coordinates sipping, chewing, and swallowing. Alternates taking a drink from a cup with taking food from spoon or fork, chewing, and swallowing. Drinks through a straw.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Demonstrates complex oral motor skills. Blows bubbles. Blows through a toy kazoo.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.

Speaks clearly enough so an unfamiliar adult is able to understand. Attempts to say a tongue twister like Peter Piper.	CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.” LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
Standard 1.d: Uses senses to guide movement and interactions with objects and other people.	
Uses senses to explore objects. Explores toys and other objects in the environment with mouth. Follows shadows with eyes or by turning head. Shakes a rattle repeatedly to make the sound continue.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Uses depth perception to guide movements. Moves around toys and other children while moving across the room to caregiver.	SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment. SS 3b.2 Finds ways to move around obstacles in a familiar environment. SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.

Scans the room for obstacles before moving across the room. Recognizes a change in depth when approaching stairs and slows down.	SS 3b.5 Identifies what is represented on a map and draws pictures of current location.
Uses trial and error to discover how the body fits and moves through space. Crawls over a cushion to get a toy. Fits self into large cardboard box. Changes from a bear crawl to hands and knees to move through a tunnel.	CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. M 2b Spatial Awareness: Determines object location M 2b.1 Participates as caregiver raises arms or legs and says up/down. M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.

Interacts with objects or materials in different ways based on perceptual information about the objects or materials. Holds heavier objects closer to body. Walks slower on mulch than on concrete. Slows to carry a cup of water to the table to keep the water from spilling.	M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. M 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.
Demonstrates spatial awareness that allows for coordinated movements, actions, and interactions with others. Moves from walking in the middle of the hall toward one wall as another class approaches. Runs around cones, sandbox, and swings while playing outside.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
Strand 2: Wellness	
Standard 2.a: Develops knowledge about the body, its parts, and how it functions.	
Shows awareness of own body. Sucks on toes, hands, and fingers. Grabs feet and rolls side to side. Touches face while looking in a mirror.	PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.

Points to basic body parts when asked. Points to head, eyes, ears, mouth, and nose, or when listening to Head Shoulders Knees, and Toes. Points to doll's leg when asked.	PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
Names, points to, and moves body parts when asked. Says, "I hurt my knee," and points to scraped knee. Moves appropriate body parts when playing Simon Says.	PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
Identifies and describes the functions of body parts. Signs, "My legs help me run fast!" Says, "I see with my eyes and I hear with my ears."	PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 4b.2 Points to body parts when prompted. PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
Standard 2.b: Demonstrates personal health and self-care practices with increasing independence.	
Communicates a need for care. Cries when hungry. Fusses when diaper needs changed.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.

	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.
Settles down and falls asleep after a familiar sleep routine. Calms body and falls asleep when swaddled with blanket and laid in crib. Closes eyes and is quiet on cot after caregiver reads a book, turns on soft music, and turns off the lights.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Cooperates in dressing, eating, and basic hygiene. Assists in putting arms in sleeves of coat when dressing for outdoors. Uses fingers to eat cereal or crackers.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.

Claps hands in running sink water while adult helps to wash hands.	PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Participates in personal care tasks (e.g., handwashing, dressing, dental care). Tries to blow when adult holds tissue to nose. Puts on coat to go outside and attempts to zip coat. Attempts to brush teeth after toothpaste is applied to the toothbrush.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Initiates personal care tasks (e.g., handwashing, dressing, toileting). Indicates need to use the bathroom and asks adults for help with buttons before using the bathroom. Gets a tissue after sneezing. Asks for help putting on socks.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Completes personal care tasks independently (e.g., handwashing, dressing, toileting).	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.

Washes hands thoroughly with soap and water and dries with a paper towel after using the toilet. Uses the restroom on own without adult reminder. Puts on coat and snowpants.	PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
Standard 2.c: Consumes healthy food and develops healthy eating habits.	
Participates in feeding routines. Cries when hungry and calms once eating. Attempts to hold bottle during feeding.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Shows interest and tries new foods when offered. Reaches for the spoon after trying a mashed banana. Kicks feet in highchair when caregiver says, "I have something yummy to eat!"	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Communicates to adults when hungry, thirsty, or has had enough to eat. Shakes head, "No," when offered more to eat. Signs, "Water," after playing outside to request a drink.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.

Consumes a variety of nutritious foods from all food groups. Tries each of the different foods offered on the plate at mealtime.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Distinguishes nutritious from non-nutritious foods. Creates a collage of healthy foods by sorting healthy and non-healthy food pictures. Pretends to grocery shop and picks the fruits and veggies when asked to get healthy foods.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Says, “My body needs water to be healthy.” Tells teacher, “I eat carrots to help my eyes.” Signs, “Milk makes my bones strong.”	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
Standard 2.d: Develops healthy sleep and rest behaviors.	
Participates in periods of sleep and wakefulness. Sleeps every few hours during the day.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Settles down and falls asleep after a familiar sleep routine. Calms body and falls asleep when swaddled with blanket and laid in crib. Closes eyes and is quiet on cot after caregiver reads a book, turns on soft music, and turns off the lights.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Rests or naps for periods during the day with assistance from adult. Takes off shoes and lays on cot that teacher sets out after lunch. Follows teacher direction to look at a book quietly after outdoor play.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Recognizes and communicates being tired or needing to take a break from activity.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing

Rubs eyes and says, “I’m tired.” Asks for favorite blanket and goes to cozy corner in the classroom. Goes to the bench to sit and take a break from playing chase.	PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Standard 2.e: Participates in preferred physical activities and develops understanding that being physically active is healthy.	
Interacts with adults in physical activities. Kicks arms and legs toward toy caregiver is holding. Kicks legs in highchair while waiting for infant cereal.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.

Participates in active physical play using simple movement skills. Crawls and climbs over and under. Claps hands and stomps feet to participate in movement songs.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Participates in a variety of physical activities throughout the day. Pedals the tricycle around the gym. Climbs up the ladder of the slide.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening, and bone strengthening. Runs while playing chase with friends on the playground. Moves quickly through an obstacle course set up by the teacher. Dances to a fast song at group time.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

Demonstrates basic understanding that physical activity helps the body grow and be healthy. Says, “Running fast makes my heart strong.”	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.
Standard 2.f: Demonstrates increasing understanding of safety practices and behaviors.	
Responds differently to familiar and unfamiliar people, environments, or experiences. Startles at loud noise. Seeks comfort from a parent when distressed. Crawls away from an unfamiliar person.	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Cooperates and/or stops a behavior in response to a direction regarding safety. Stops putting a non-food item in mouth when asked.	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.

Stops throwing sand when an adult says, “No throwing sand.”	PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. SED 4b Problem-Solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
Follows basic safety rules with few adult reminders. Turns body around to go feet first down the slide. Joins other children in line during a fire drill. Holds scissors with pointed end down while walking.	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Communicates the importance of safety rules and consequences. Says, “Don’t run in the classroom. You could get hurt or hurt a friend.” Points to a picture of a police officer and says,” They help you when you are lost.”	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Science (SC)	
Strand 1: Science Inquiry and Application	

Standard 1.a: Explores and investigates objects and events in the environment.	
Observes and explores objects using the senses and a variety of simple actions (holding, kicking, manipulating). Explores toys and other objects in the environment with mouth. Looks at, smiles, coos, or babbles when a toy comes into view. Follows shadows with eyes or head.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Intentionally explores and manipulates objects to discover what happens and how things work. Pushes a toy car up a ramp then lets go to watch it slide down. Drops mulch from different heights and positions on a slide. Digs for rocks and piles them on the ground. Shakes an instrument repeatedly to make the sound continue.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Engages in focused observations and purposeful explorations of objects and events in the environment. Watches the birds at the birdfeeder. Uses a measuring cup to scoop water into another container.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.

	SCI 1b.5 Observes, describes and records a scientific phenomenon.
Asks questions about objects and events in the environment and engages in sustained and complex manipulation of objects. Asks, “How did the caterpillar become a butterfly?” Asks, “What happened to the snow?” when it started to melt. Notices that the shadows from playground equipment change from earlier in the day to later in the day and asks, “Why?” Experiments with pouring water into different sized containers over several days at the water table.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Engages in investigations, makes comparisons between two or more items or events, and makes predictions based on previous observations. While playing at the water table, says, “I gotta fill the bottle. I need one of those (pointing to a funnel) or it will spill.” Experiments with making different sounds and patterns by using various objects as drums and notices that bigger objects make lower sounds than smaller objects.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction.
Standard 1.b: Develops ability to reason about cause and effect.	
Repeats simple actions to make things happen. Explores objects by mouthing, banging, shaking, or hitting them. Kicks a mobile repeatedly to make it move. Bats or kicks at water to make a splash.	ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Repeats an action to cause a known reaction. Pushes light switch on and off. Shakes a toy to hear the sound. Pushes button on toy for characters to pop-up.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.

	ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Purposefully acts on objects to make things happen. Drops a ball from different heights and positions watching the bounce change. Pulls a string attached to a toy to bring the toy closer.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Demonstrates understanding that events have a cause. Says, “Lucile fall down,” when seeing a peer crying. Blows through a bubble blowing wand to produce bubbles.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.
Makes predictions based on actions on objects to cause an effect.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.

Predicts marble will move fast through the tunnel when one end is raised. Responds, “It won’t be yellow anymore,” when teacher asks, “What would happen if we add blue paint to the yellow paint?” Points to the dark thunderclouds and says, “It’s going to rain.”	SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Makes inferences, generalizations, and explanations (may not be correct) based on prior knowledge or evidence. Says, “The bee will sting you if it gets too close.” Plants seeds and says, “Now we have to wait for it to grow.” Picks up a large rock and says, “This is as heavy as my baby brother.”	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.
Social and Emotional Development (SE)	
Strand 1: Self-Awareness	
Standard 1.a: Develops and expands understanding of oneself as a unique person.	
Shows awareness of self and other people. Uses hands to explore caregiver’s facial features. Holds gaze at themselves in a mirror.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts.

Turns head/holds gaze when caregiver speaks to them.	SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Begins to understand self as a separate person from others. Cries when the caretaker leaves the room. Reacts to hearing name called.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Recognizes self as a unique person with distinct characteristics. Recognizes self in mirror or pictures. Touches own hair, then touches caregiver's hair.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.

Shows awareness of self as belonging to one or more groups. Points to and names family members in photographs. Refers to self by name or with pronouns me and I.	SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Compares own characteristics to those of others. Tells teacher, “Zahara is taller than me.” Communicates, “I have red hair and you have brown hair.” Tells another child, “I am a big kid.”	SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Identifies the diversity in human characteristics and how people are similar and different. Notices a child with a physical disability and asks, “Why is she using a walker?” Hears a parent speaking with their child in unfamiliar language during drop off and asks, “What they are saying?”	SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.

Appreciates similarities and differences between self and others. Listens to a peer share a story about a family celebration. Comments to another child, “I like your cowboy boots.”	SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Standard 1.b: Develops understanding of emotions.	
Demonstrates a variety of emotions through facial expressions, gestures, movement, and/or sounds. Expresses fear or distress by crying and stiffening the body. Turns head away from spoon to show dislike of food. Looks and smiles at familiar caregiver to show affection.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Expresses a variety of emotions nonverbally and possibly with a few familiar words. Smiles or gives high five after something positive happens. Cries and yells, “Mine,” when a favorite toy is taken away by a peer.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally. Says to trusted adult “I sad”, or “Feel good.” Asks or reaches for favorite blanket to calm self. Claps and says, “I did it,” after completing a task.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.

	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.
Recognizes and identifies own emotions and the emotions of others. Tells teacher, “Juanita was happy when her mommy came to pick her up.” Identifies a character is feeling mad in a story.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. 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. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Strand 2: Self-Regulation	
Standard 2.a: Begins to manage emotions and actions.	
Expresses and acts on impulses. Cries when hungry, tired, or wet. Turns away from source of overstimulation. Touches or explores materials when teacher smiles encouragingly.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.

Comforts self through a variety of means, including seeking help from a familiar adult. Self-soothes by sucking on fingers or pacifier and/or cuddling a soft toy or blanket. Moves toward a familiar adult to seek comfort.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Accepts limits and choices offered by adults to help guide behavior. Makes a choice when offered by an adult, “You may hold my hand or walk by my side.” Accepts a different toy from a teacher when the one they want is not available.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others. SED 4b Problem-Solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
Manages actions and emotional expressions. Accepts change in activity when teacher says, “It’s time to clean up the blocks for lunch.” Tells peer, “I don’t like it when you touch my play dough.”	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

	SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Uses senses to regulate reactions and focus. Takes a deep breath and blows it out a few times. Visits a cozy corner of the room and squeezes a stuffed animal when frustrated.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Demonstrates the ability to delay gratification for short periods of time. Distracts self by singing or making faces while waiting in line for a turn on the swing. When a preferred center activity is full, looks to see what other areas are available.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Strand 3: Social Awareness	
Standard 3.a: Develops empathy toward and understanding of others.	
Reacts to emotional expressions of others. Matches the facial expression of the caregiver. Smiles in response to another child laughing joyfully.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

Cries or grimaces when another child cries loudly.	SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Demonstrates understanding what others may feel. Communicates, “Happy,” and points to picture of a child smiling in a book. Says, “He cryin’ for mama.”	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. 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. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Responds in caring ways to the distress and thinking of others. Comforts a crying child by offering a favorite toy. Hands an upset child a tissue and sits down beside her. Draws a picture for a child in distress.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. 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. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Empathizes with and understands the perspectives of others. Expresses sympathy to a friend who is feeling sad. Says, “Oops,” when bumping into another child’s block tower and then helps to pick up the blocks. Offers to help a peer who is upset after spilling milk.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. 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. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Strand 4: Relationship Skills	
Standard 4.a: Develops secure, trusting relationships with adults.	

Responds differently to familiar and unfamiliar adults. Turns toward the sound of a familiar adult. Stops crying upon seeing a familiar caregiver.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.
Expresses emotions and engages in back-and-forth interactions with familiar adults. Kicks legs during a diaper change as the caregiver talks to them. Gestures with arms and smiles with caregiver while playing peek-a-boo. Makes eye contact and lifts arms to be picked up.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Initiates interactions with familiar adults and seeks close proximity to familiar adults. Waves bye-bye to an adult.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

Plays in the sensory table independently but checks to make sure the caregiver is nearby. Calls, “Papa,” from across the room while playing with blocks to make sure that her papa is paying attention to her. Brings a book over to a caregiver and sits on their lap.	SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Separates from familiar adults in a familiar setting with minimal distress. Says goodbye to parent upon arriving at school. Smiles and greets abuela (grandma) when picked up from classroom. Gestures for one more hug as her daddy begins to leave.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Seeks help from trusted adults when needed. Asks the caregiver to help get a puzzle off the shelf. Signs to caregiver to ask for help resolving a conflict with a peer. Says, “Can you help me get on the monkey bars?”	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Interacts readily with trusted adults and begins to engage in some positive interactions with less familiar adults. Says, “Look at this!” and shows a parent volunteer the picture they made. Answers a caregiver’s question and continues back-and-forth conversation. Asks the caregiver if they can help dig a tunnel in the sand box and interacts cooperatively with the caregiver as they play together.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
Standard 4.b: Develops socially competent behaviors with peers.	
Shows interest in other children. Makes eye contact with another child. Touches mouth or hair of another child. Gazes at another child that is lying on a blanket nearby.	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. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
Repeats actions that elicit social responses from others. Imitates smile in response to another child smiling.	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.

Reacts to another child by babbling.	SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
Participates in simple back-and-forth interactions with peers for a short period of time. Alternates pouring scoops of water with a friend at the water table. Rolls a ball with another child. Gives peer a hug.	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. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
Engages in simple associative and cooperative play with peers. Stands at the playdough table, rolling balls of dough, and trades tools with peers playing beside her. Pretends to cook food on a toy stove with another child. Holds a bubble wand for another child so she can blow bubbles.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.

Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation. Invites one or more children to act out a familiar story after the teacher reads it aloud. Pretends to be the auntie while role-playing and maintains that character for the duration of the play sequence. Says to another child, “You can’t talk! You’re the dog, remember?” while playing house.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. 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.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Standard 4.c: Develops ability to use simple strategies to resolve conflicts with peers.	
Reacts to conflict. Cries or turns away when a toy is taken by a peer. Looks to a teacher or trusted adult when experiencing conflict.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.
Expresses feelings in a conflict situation through actions. Knocks down a peer’s block tower when they both want the same block.	SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.

Runs away to hide in the book corner when a small group of peers won't give her a turn.	
Identifies and communicates needs in a conflict situation. Tells the teacher, "She won't share," when another child takes all the blocks and refuses to share.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions.
Uses a variety of simple strategies to resolve conflict with peers. Suggests to another child that they build a house together to resolve the struggle to control some preferred blocks. Says to another child, "I don't like it when you push."	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Social Studies (SS)	
Strand 1: People, Communities, and their Environment	

Standard 1.a: Develops awareness of own culture and other characteristics of groups of people.	
Shows awareness of self and other people. Turns head and holds gaze when caregiver speaks to him. Looks at self in mirror.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Demonstrates preference for familiar adults and recognizes familiar actions and routines. Cries when parent hands child to a less familiar caregiver. Smiles and kicks feet when caregiver approaches him with a coat just before going outside to play.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Identifies self and others as belonging to one or more groups by observable characteristics. Stands when teacher asks children to stand if they are wearing green because he is wearing green. Names the members of her family including herself.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Demonstrates an understanding of own family experiences, routines, and traditions. Pretends to make dinner “like Grandpa Joe” in the housekeeping area. Talks about how they go to the grocery store every Saturday morning. Holds a baby doll close and says, “Shhhhh, don’t cry.”	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
Identifies traditions of own family and others’ cultures and customs. Tells a friend, “We do that in our house, too,” after friend describes waiting for all family members to sit at the table before eating.	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.

Says, “Amina always wears a scarf on her head, but I only wear a scarf in dress up or when I’m cold.”	SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. SS 1c Culture & Community: Respects diversity SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Standard 1.b: Develops a basic understanding of needs and wants.	
Signals needs to others. Cries when hungry. Reaches out to a familiar adult when needs soothed.	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.
Seeks help and begins to meet observable physical needs. Tugs on a caregiver’s pants or shirt when he wants to be held. Signs “Help” when she wants a toy that is out of reach. Points to a snack on the counter or says, “Cracker,” when hungry.	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn’t belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.

Identifies and expresses own needs and wants. Asks caregiver to cover him up when he is cold. Says or signs, "I want to go to the playground!"	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions.
Shows awareness that peers or familiar adults have needs and wants. Hands peer some play dough so she can join the activity. Gives a friend part of their snack when the friend says, "I'm hungry."	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
Recognizes not all needs and wants can be met because of limited resources. Tells a peer she needs to make another choice because the block space is full. Says, "I can't look at the cars book 'cause Cory has it!" Chooses another paint color when the caregiver says, "All of the red paint is gone, but you can choose another color."	SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.
Standard 1.c: Develops understanding that everyone has rights and responsibilities within a group.	

Responds to changes in adult voice, expression, or visual cues. Smiles back at caregiver when caregiver talks to her.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Shows awareness of familiar people and objects in own environment. Crawls over to teacher when she is reading a story. Shrieks with joy when caregiver brings out the highchair for snack time.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.
Responds to guidance when redirected. Turns around and moves from kneeling to sitting on chair when teacher says, "Sit on your bottom, please."	SED 4b Problem-Solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices. SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break". SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.
Participates in simple routines. Sits down for story time after morning snack. Goes to sink to wash hands after using the bathroom.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

	SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Follows simple rules. Stays in own personal space during group story time. Waits at the door for the teacher to go outside.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.
Identifies simple rules at home and school. Points to take turns icon on class rules chart to remind a classmate to take turns. Tells a friend who threw a block, "You're not allowed to throw blocks. It's not being safe."	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.
Carries out responsibilities and chores. Completes assigned job to turn off light when class leaves the room. Throws wrappers away after lunch.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.

	SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
Uses rules to promote the common good. Whispers to friend that we need to remember to use a quiet voice in the hall so we don't bother the other classes. Recites a class rule, "We take care of this space," while cleaning up own snack area before moving to another activity.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.
Standard 1.d: Develops ability to take care of materials in the environment.	
Interacts with objects in surrounding environment. Explores an item by bringing it to her mouth. Bangs items together.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Puts materials in a container. Helps the caregiver place blocks back in the box. Drops water toys in a bucket.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.

	M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
Returns materials to the correct locations. Places a book back in the basket when finished looking at it. Matches blocks to pictures of blocks on the shelf during cleanup to put them away on the correct shelf.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.
Shows awareness of own responsibility to care for the environment. Gives a classmate a paper towel to help clean up a spill. Engages in clean-up time with limited reminders.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines 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.
Demonstrates responsible use and care of resources. Puts caps on markers so they won't dry out. Turns off water right away after washing hands, rather than leaving it running for the next child in line. Carefully turns pages of a book so they don't rip.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.

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

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

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

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

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

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

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